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ABSTRACT

A curriculum guide is provided for the kindergarten program in the public schools of Prince George's County, Upper Marlboro, Maryland. The sections of the guide, which follow a brief introduction and glossary, focus on (1) characteristics of the kindergarten child; (2) classroom organization; (3) early identification and intervention programs; (4) language arts/reading; (5) mathematics; (6) health education, science, social studies; (7) art; (8) music; (9) creative expression; (10) motor development; (11) finger plays, games, and recipes; (12) parent involvement; (13) books for teachers and a reference bibliography; (14) a summary of the topics and skills presented in the kindergarten instructional program; (15) various administrative bulletins outlining procedures; (16) a kindergarten teacher's student observation form; (17) a description of Prince George's County Chapter One Program; and (18) a form for evaluating the curriculum guide. The final section of the work contains The Primary Project Implementation Guide, a guide to a diversified language arts program within the kindergarten curriculum. This program introduces children to the alphabet and the sounds of the English language. (RH)

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[THE KINDERGARTEN CURRICULUM GUIDE AND PRIMARY PROJECT.]

THE KINDERGARTEN CURRICULUM GUIDE

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THE KINDERGARTEN PROGRAM IN THE PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

We believe that children grow and develop at different rates and that each child is distinctly different from every other child. We believe that each child responds in his or her own way to learning experiences and that the child's own background and abilities will affect what is taken from the experience.

The kindergarten program is purposefully designed to provide opportunities for children to develop and grow, to experience the creative arts, to develop in receptive and expressive language skills, and to extend concepts in mathematics, science, and social living.

Planning and implementing an effective learning environment for kindergarten children requires: (1) an understanding of the characteristics of young children, (2) systematic organization which integrates many curriculum content areas, and (3) the use of management techniques for grouping children, scheduling, and parent communication and involvement.

This guide has been designed to be used along with the Primary Project Implementation Guide (7690-1532) and the teachers' guides of the county-approved reading and mathematics series for kindergarten. All other curriculum documents are either included in this guide or are referenced.

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DEFINITIONS AND TERMINOLOGY

Auditory Discrimination--The ability to hear gross and fine sound differences including being able to hear differences between similar phonemes in initial, medial, or final positions in words.

Auditory Memory--The ability to repeat immediately or after a pause a series of sounds, words, or verbal directions.

Categorization--The ability to group things or persons according to some common criteria and to then verbalize how these groupings have been determined.

Instructional Language--The ability to understand language pertaining to directional and quantitative concepts; i.e., on, in, up, under, above, top, middle, bottom, before, after, between, first, next, last, more, less, etc.

Listening Comprehension--The ability to hear and understand meanings and ideas expressed in oral language and in literature.

Motor Control--The ability to control both large and small muscles of the body in gross and fine motor activities.

Sequencing--The ability to recognize and recall the order in which events occur in time and to arrange things in space.

Visual Discrimination--The ability to point to large and small details in pictures and symbols and the ability to draw inferences from what has been observed.

DEFINITIONS AND TERMINOLOGY (Continued)

Visual Memory--The ability to recall, by pointing, pictures or symbols that have been seen previously.

Visual Motor--The ability to control movement through eye-hand coordination.

Vocabulary--The ability to identify and use the names of common objects in the environment.

CHARACTERISTICS OF THE KINDERGARTEN CHILD

Young children have great curiosity and an enormous capacity for learning when they see themselves as successful explorers and learners in their world. Their physical, perceptual, social, and cognitive growth and learning develop as interwoven parts of the whole child.

In this section the characteristics are described as lying on a continuum. The extremes are listed because they do exist in many children. No one point on the continuum is the desired goal for all children. If given the opportunity and guidance, children will develop at their own rate toward that point which is most complete for them.

CHARACTERISTICS OF THE KINDERGARTEN CHILD

Intellectual

Grasps ideas slowly; needs unending concrete experiences ←	NEEDS MANY SENSORY EXPERIENCES LITTLE ABILITY TO DEAL WITH ABSTRACTION	→ Quickly grasps and relates ideas
Makes no attempt to solve problems ←	CAN SOLVE PROBLEMS	→ Enjoys the challenge of problems
Freezes, cries, says, "I can't." ←	EXPERIMENTS FREELY WITH MATERIALS	→ Sees new materials
Speech is unintelligible ←	IS DEVELOPING MATURE SPEECH	→ Precise flawless speech
Uses no speech ←	HAS SPEAKING VOCABULARY OVER 2,000 WORDS	→ Advanced working vocabulary
Uses colorless speech ←	USES WORDS MEANINGFULLY	→ Uses graphic and picturesque speech
Rarely listens ←	CAN BE IN A LISTENING GROUP	→ Listens intently
Flighty ←	HAS SHORT ATTENTION SPAN	→ Exerts sustained effort to achieve goal
Unaware ←	IS CURIOUS	→ Is consumed with curiosity
Has sparse information ←	IS DEVELOPING CONCEPTS	→ Has well-developed concepts
Confused ←	INTERCHANGES FACT AND FANCY	→ Clearly distinguishes fact and fancy

CHARACTERISTICS OF THE KINDERGARTEN CHILD

Intellectual (Continued)

Unaware of symbols ← IS AWARE OF PRINTED SYMBOLS → Has highly developed reading skills

Has little more than day and night concepts ← HAS SOME CONCEPT OF TIME → Approaches mature time concepts

CHARACTERISTICS OF THE KINDERGARTEN CHILD

Emotional

Aggressively demanding	← NEEDS AFFECTION BUT NOT DEMANDING →	Seeming or real self-sufficiency
Displays ungovernable anger	← OVERTLY EXPRESSES FEELING OF ANGER →	Seems unperturbed
Overwhelmed with fears or naively serene	← HAS EXPRESSED OR HARBORED FEARS →	Seemingly free from fears or copes with them constructively
Shows extreme anxiety	← IS DOCILE AND TIMID UNDER NEW SITUATIONS →	Is dangerously uninhibited
Unaware of own individuality	← HAS AWARENESS OF SELF AS INDEPENDENT PERSONALITY →	Overly concerned with maintaining own individuality
Predominantly babyish	← AT TIMES EXHIBITS BABY-LIKE BEHAVIOR →	Rejects anything considered babyish
Unusually sensitive	← VULNERABLE TO SARCASM, RIDICULE, TEASING →	Seemingly immune
Ignores and depreciates adults	← HAS HIGH REGARD FOR ADULTS →	Constantly strives to be adult-like
Unconcerned with relationships	← INTERESTED IN AND TALKS ABOUT FAMILY LIFE AND RELATIONSHIPS →	Has good understanding of relationships
Frequently resorts to crying	← HAS OCCASIONAL TEARS →	Is stoic to the point of never crying

CHARACTERISTICS OF THE KINDERGARTEN CHILD

Emotional (Continued)

Has morbid preoccupation with death ←— OPENLY QUESTIONS THE CONCEPT OF DEATH —→ Has healthy acceptance of idea of death

Incapable of self-criticism ←— AT TIMES CAPABLE OF SELF-CRITICISM —→ Extremely self-critical

CHARACTERISTICS OF THE KINDERGARTEN CHILD

Social

Is negatively uncooperative	←	WANTS TO PLEASE THE TEACHER	→	Is constructively cooperative
Pushes, hits, grabs	←	DISPLAYS AN EMERGING AWARENESS OF SOCIAL TECHNIQUES	→	Exhibits surprising social finesse
Is almost sadistic	←	SYMPATHETIC TO DISCOMFORTS OF OTHERS	→	Exhibits excessive concern for misfortune of others
Fails to recognize own possessions	←	TAKES RELATIVELY POOR CARE OF POSSESSIONS AND PROPERTY	→	Is meticulous
Shows no recognition of differences	←	EMERGING AWARENESS OF DIFFERENT SOCIAL GROUPS	→	Is emotionally affected by awareness of differences
Usually plays alone or does not play	←	PLAYS IN SMALL GROUPS TWO TO FIVE CHILDREN	→	Seeks large play groups
Membership is determined by chance only	←	MEMBERSHIP IN PLAY GROUPS IS SHIFTING AND FLEXIBLE	→	Closed play groups
Avoids or rejects focus on self	←	SELF-CENTERED	→	Constantly seeks attention
Seems personally unchallenged by goals	←	LIKES TO BE FIRST, BIGGER THAN, BETTER THAN	→	Wholesomely challenged by aspirations

CHARACTERISTICS OF THE KINDERGARTEN CHILD

Social (Continued)

Seemingly insensitive to group approval	← DESIRES GROUP APPROVAL →	Amazingly sensitive to group approval
Almost unaware of opposite sex	← TENDS TO IDENTIFY SELF WITH OWN SEX →	Limits playmates to own sex
Exhibits deceitfulness	← TENDS TO BE HONEST →	Overly concerned about fairness

CHARACTERISTICS OF THE KINDERGARTEN CHILD

Physical

Poorly coordinated ← GOOD MUSCULAR CONTROL → Extremely well coordinated

Late development ← TOOTH AND BONE BUILDING → Early development

Tires quickly, recovers slowly ← FATIGUES AND RECOVERS QUICKLY → Seldom appears fatigued

Has not had diseases ← INCREASE IN CHILDHOOD DISEASES → Has had diseases

Extremely sensitive, poor appetite ← STOMACH SMALL IN SIZE WITH EXTREMELY SENSITIVE LINING → Amazing tolerance and capacity

Immature eye development ← EYES STILL DEVELOPING (Fine focus is difficult) → More mature eye development

Lethargic ← NOISY AND VIGOROUS → Extremely active

NOTES

CLASSROOM ORGANIZATION

By creating an environment in which a child is able to move in positive directions, the teacher becomes the motivator and director of learning. Classroom organization is the key to the whole learning process.

Classroom organization involves:

1. A plan of units to be studied for the year
2. Daily plans and schedules
   a. Early in the year before grouping
   b. After grouping takes place
3. An integrated day
4. Independent activities/centers
5. Grouping of children
6. Management of centers
7. Center materials
8. Room arrangement
9. Discipline
10. Tests measuring kindergarten skills
11. Tips for itinerant kindergarten teachers
12. Field trip tips

TIPS Total Interdisciplinary Planning Sheets TIPS

The following suggested year plan for kindergarten organizes the major subject areas by months. It includes that subject matter which must be covered as well as some which is not mandatory, but is common in many kindergarten classrooms.

References to specific sections in this guide or to other guides:

	PRIMARY PROJECT	READING READINESS	MATH	SCIENCE	SOCIAL STUDIES	HEALTH EDUCATION	MUSIC	ART	MOTOR DEVELOPMENT	DATES/ MISCELLANEOUS
	Refer to Primary Project Implementation Guide and Reading/ Language Arts Section	Refer to Ready Steps and Getting Ready to Read Guides and Reading/ Language Arts Section	Refer to math text teacher's guide and Math section.	A, B and E refer to Conceptual Schemes outlined in Science section.	I, II, and III refer to themes outlined in Social Studies section.	S, N, D, and F refer to the major areas: Safety Nutrition Drug Education Family Life	Page numbers refer to Silver Burdette Music text. *indicates required competency skill.	Numbered lessons ① to ㉕ are from Art in the Awakening Years in the Art section.	Refer to Motor Development Section.	Refer to current school calendar and bulletins as they are received.

	PRIMARY PROJECT	READING READINESS	MATH	SCIENCE	SOCIAL STUDIES	HEALTH EDUCATION	MUSIC	ART	MOTOR DEVELOPMENT	DATES/ MISCELLANEOUS
SEPTEMBER	Gross Motor Activities	Test 1 Test 2 Test 3 of Ready Steps given as part of SHIP SCREENING Begin instruction in Ready Steps	Map of school, Attendance count, Calendar, Shapes, Spatial Relationships, Numeral recognition, Rote counting, 0 → 10 Counting objects, left - right	Walks around school (E) Summer Season (E) Set up science table (B) Collections Rocks, leaves, shells, things from nature (B)	Self (II) Introduce School Community and Environment (I) Introduce SHIP personnel Learning to Work Together (I) Fall begins	Health Habits in School Bathroom Hand Washing Water Fountain Self (F) Introduce Health Aide Get weighed & measured (F) Safety to and from School (S) Common needs of people (D) (F)	color song 54, 124 name song 118 call & response 10 nature 116	Introduce colors Introduce Painting Cutting Pasting ① Letter Design ② Shape and color design	Body Image Identify body parts Fine Muscle Control: Begin and continue to develop throughout year Directional & positional concepts	Schedule field trips to Owens Science Center and others. SHIP SCREENING Ready Steps tests 1, 2, 3

← CREATIVE EXPRESSION IS INTEGRATED INTO ALL SUBJECT AREAS →

	PRIMARY PROJECT	READING READINESS	MATH	SCIENCE	SOCIAL STUDIES	HEALTH EDUCATION	MUSIC	ART	MOTOR DEVELOPMENT	DATES/ MISCELLANEOUS
OCTOBER	MOVING INTO WRITING (see language arts section)	Students must master 1. auditory discrimination 2. instructional language 3. following oral directions before going on in Ready Steps. Tests 4-10 by Oct. 31	Math related motor activities, games, instructional language, manipulatives ↓	Fall Changes (E) Collect and classify: seed pods, leaves, pumpkins. Woodland Animals (E) Investigate Matter (B)	Signs of Fall (III) Columbus Day Community Helpers (I) Dressing for Fall Weather (III) Halloween	Fire Safety (S) Dangerous Strangers (S) Dressing for Fall (F) Weather (D) Halloween Safety (S)	Patriotic Songs 63, 137,* 138 Community 12 Fall - see Experience Mods 3,4,9 Halloween 16, 45, 58, 59, 60	③ Where I Live ④ This is Me Torn paper trees Leaf prints Pressed leaves ⑤ Paper Bag Mask Halloween Projects	Space and Direction Creative Movement Moving in designated directions left/right progression balance throwing	Back to School Night Ready Steps tests 4-10 EIIP - 25 items scored
	← MATH IS INTEGRATED INTO ALL SUBJECT AREAS →									
NOVEMBER	a b s f	Students must master all ten skill areas in Ready Steps before beginning Getting Ready to Read.	Begin working in math book for students who are ready ↓	Shape Texture Color Odor Taste Sound Weight Size 5 Senses (B)	Election Day (if applicable) Veterans' Day Indians Pilgrims Sharing (I) Thanks-giving (III) Food then and now	Nutrition 4 Food Groups (N) Sleep (F)(D) Cleanliness 5 Senses (F)	Self Image 108 Body Parts 89, 107, 118 Season 37 Thanksgiving 14, 61, 63 See Experience Mod 17	⑥ Self Portrait Painting ⑦ Shape & Line Design Collage ⑧ An Animal Friend Indian beads, headbands, drums, canoes, necklaces, teepees, Pilgrim hats	Basic Body Movement Symmetrical activities bouncing eye-hand coordination zipping snapping buttoning	Group for instruction American Education Week Classroom Visitation
	← READING READINESS IS INTEGRATED INTO ALL SUBJECT AREAS →									
DECEMBER	m t i	continue instruction in Ready Steps and provide instruction in Getting Ready to Read for students who are ready	continue with manipulative materials, games, and math language to correlate with math skills check-list and math text.	Winter Changes (E) Constellations Prepare for Howard B. Owens Science Center field trip.	Cultural Differences (II) Holidays Around the World (II) Winter begins	Dressing for Winter Weather (D) (F)	Season 37 Holiday 78, 80, 81, 82,* 99, 131, 134* "Nutcracker Suite" (excerpts) Tschaikovsky* Winter - See Experience Mods 12→15	⑨ Plasticene Gadget Print ⑩ Holiday Ornaments Holiday art projects and gifts	Hearing Discrimination eye-foot coordination basic locomotor rhythms walk gallop run slide step dance	
	← PRIMARY PROJECT IS INTEGRATED INTO ALL SUBJECT AREAS →									

	PRIMARY PROJECT	READING READINESS	MATH	SCIENCE	SOCIAL STUDIES	HEALTH EDUCATION	MUSIC	ART	MOTOR DEVELOPMENT	DATES/ MISCELLANEOUS
JANUARY	h j n p	Continue instruction │	Continue with manipulative materials, games, and math language to correlate with math skills	Investigate Force and Motion (A) push/pull, gravity, magnets, friction, simple machines, lifting things	Winter (III) Dr. Martin Luther King Trans-portation	Winter Health Habits (F) (D) Safety to and from school (S)	Winter 131 Trans-portation 102 Counting 142 "The Little Train of Caipira" (excerpts) Villa Lobos*	Snowflakes Snowmen ⑪ Line Design/ Crayon Resist ⑫ Weaving & Stitchery ⑬ Paper Strip Sculpture	Symmetrical activities left/right sides of body eye-hand coordination march jump hop	↑ conferences │
	← SCIENCE IS INTEGRATED INTO ALL SUBJECT AREAS →									
FEBRUARY	l r o g	│	checklist and current math text. │	Dinosaurs (E) Classifying Animals - Likenesses and Differences (E)	Care of Teeth (III) Black History Month Groundhog Day Valentines Day Famous Americans: Lincoln Washington	Dental Health Month (D) Animal Families (F)	Patriotic 137*, 138 Valentine 42, 136, 146 Post Winter Experience Mod 21	⑭ Seasonal Painting ⑮ Fingerpaint Patchwork Hearts Valentines Day Projects Patriotic Art Projects	Eye-foot coordination Form perception Sit-ups Rope-jumping	Progress Reports │ conferences │
	← SOCIAL STUDIES IS INTEGRATED INTO ALL SUBJECT AREAS →									
MARCH	d c k w	↓	↓	Weather changes (E) Windy weather (E) Kites (A) Pinwheels	Foods to Keep Us Healthy (III) 4 Food Groups Classify Foods Dressing for Spring Weather (III)	Nutrition 4 Food Groups Classify Foods (N) Dressing for Spring Weather (F) (D)	Sequencing 48* Action 64 "Peter and the Wolf" (excerpts) Prokofiev*	Kites ⑯ Modeling ⑰ Line, Shape and Color Design ⑱ Painting Pinwheels Windmills	Rhythm Skipping Shoe-tying	↓ EIIP - 25 items scored
	← HEALTH IS INTEGRATED INTO ALL SUBJECT AREAS →									

	PRIMARY PROJECT	READING READINESS	MATH	SCIENCE	SOCIAL STUDIES	HEALTH EDUCATION	MUSIC	ART	MOTOR DEVELOPMENT	DATES/ MISCELLANEOUS
APRIL	v u y	Continue instruction	Continue with manipulative materials, games, and math language to correlate with math skills	Investigating Living Things (E) Children Animals Plants Birds	Signs of Spring (III) Keeping Our Environment Clean (I)	Drug Awareness (D) Mr. Yuk (S) Medicines (D) Poisons (S) Plant and Animal Reproduction (F)	Nature 17, 30, 127, 128 Animals 2, 66, 123	Spring Bouquet ⑲ Experience Picture ⑳ Shape Design Collage Spring Hats Spring Animals	Large Muscle Activities Fine Muscle Development Finger strength Activities	
← MUSIC IS INTEGRATED INTO ALL SUBJECT AREAS →										
MAY	z q x e		Checklist and current math text	Field Trip to Farm (E) Caterpillar to Butterfly (E)	Mother's Day Circus	Safety Signs (S) Field Trip to Farm (F)	Farm 31, 35, 67, 155 Circus 142* "Carnival of the Animals" (excerpts) * Saint-Saëns	May baskets Mother's Day Cards ㉑ Self-Portrait & Collage Construction ㉒ Nature Monoprint ㉓ Flat Paper Bag Puppet	Eye tracking activities Continue large muscle activities	
← ART IS INTEGRATED INTO ALL SUBJECT AREAS →										
JUNE	R E V I E W	↓	↓ End of year math test Complete math checklist	Summer Changes (E) Insects (E)	Dressing for Summer (III) Father's Day Introduction to First Grade Eat lunch at school	Dressing for Summer Weather (D) (F) Get weighed and measured (F) Summer Safety (S) traffic water strangers	Summer Song 86 Sequencing 94, 114	Father's Day Cards ㉔ Paper Letter Collage ㉕ Paper Strip Weaving	Continue large muscle activities and fine muscle development	Progress Reports Complete Cumulative Records
← MOTOR DEVELOPMENT IS INTEGRATED INTO ALL SUBJECT AREAS →										

DAILY PLANS AND SCHEDULES

It is very difficult to put into sample schedules all the various activities that a kindergarten teacher plans to accomplish. At the beginning of the year, the teaching of "going to school" skills to young children includes such things as: rules of behavior, classroom expectations, safety, working within the classroom and the school community, etc.

Early in the year it is important to introduce children to a consistent daily routine. As children begin to show varying degrees of ability, they should be grouped according to their needs. At this point the schedule should be revised to allow for individual differences and small group instruction.

Beginning of Year

AM PM	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 11:30	Meeting - Pledge Poem - Room Count Plans-Finger Plays Ready Steps - Songs	→	→	→	→
8:15 11:45	Work Time Directed Lesson Small Groups	→	→	→	→
	Ready Steps Social Studies Health / Science Choice of Work	→	→	→	→
	Stations Math Social Studies Science Language Art Small Muscle	→	→	→	→
9:15 12:45	Clean Up	→	→	→	→
9:25 12:55	Math - Whole Class	→	→	→	Art - Whole Class
9:40 1:15	Social Studies	AM - P.E. PM - Gross Motor/Music Activities	Science Health Education Social Studies	AM - Gross Motor/ Music Activities PM - P.E.	↓
10:00 1:30	Story Time	→	→	→	→
10:20 1:5c	Evaluate Day Prepare to go home	→	→	→	→

Alternating Fridays - Library. Work time is shortened

November through June

AM / PM	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 11:30	Meeting - Pledge Poem - Room Count Calendăr - Weather Fingerplays - Songs	Rhymes →	→	→	→
8:10 11:40	Primary Project	→	→	→	Sharing Time
8:30 12:00	Work Time Directed Lesson	→	→	→	→
	Getting Ready to Read Work Stations	Ready Steps	Getting Ready to Read	Ready Steps	Art - Directed Lesson Whole Group } Small Group }
	Math Art Small Muscle Science Primary Project Social Studies Listening Language Health Education	→	→	→	→ ↓
	Math - Small group - directed lesson	→	→	→	↓
9:35 1:05	Clean Up	→	→	→	→
9:45 1:15	Social Studies / Science / Health	A.M. P.E. P.M. Gross motor/ music activities	Science Health Education Social Studies	A.M. Gross motor/ music activities P.M. P.E.	**Health Education/ Science/ Social Studies**
10:00 1:30	Story time	→	→	→	Alternating Friday is Library Day
10:20 1:50	Evaluate day Prepare to go home	→	→	→	→

Beginning of Year

AM PM	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 11:30	Opening: Choose helpers Pledge/song Count girls/boys Weather Calendar Plans	Language Social Studies Math Science Health Education			→
8:15 11:45	A.M. - P.E. P.M. - Music Motor Development	Music Motor Development	A.M. - Music Motor Development P.M. - P.E.	Music Motor Development	Music Motor Development B Week: Library
8:35 12:05	Math				→
8:55 12:25	Language Arts Reading Readiness Ready Steps			→	Directed Art
9:15 12:45	Centers Independent Activities			→	Cooking Activities Snack
9:35 1:05	Clean Up				→
9:45 1:15	Social Studies Science Health Education				→
10:00 1:30	Story / Music				→
10:20 1:50	Evaluation Preparation for Dismissal				→
10:30 2:00	Dismissal				→

November through June

AM / PM	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 / 11:30	Opening: Choose helpers Pledge / song Count girls / boys Weather Calendar Plans	Language Social Studies Math Science Health Education	→	→	→
8:15 / 11:45	A.M. - P.E. P.M. - Science/Health Social Studies	Music Motor Development	A.M. - Science / Health Social Studies P.M. - P.E.	Music Motor Development	Music Motor Development B Week : Library
8:35 / 12:05	Primary Project	→	→	→	→
8:55 / 12:25	Math	→	→	→	→
9:15 / 12:45	Small Group Instruction Ready Steps and Getting Ready to Read	→	→	→	Directed Art
	Independent Activities and Centers Math / Science / Social Studies / Health	→	→	→	Cooking Activities Snack
10:10 / 1:40	Clean Up	→	→	→	→
10:15 / 1:45	Story	→	→	→	→
10:25 / 1:55	Evaluation Prepare for Dismissal	→	→	→	→
10:30 / 2:00	Dismissal	→	→	→	→

Beginning of Year

AM / PM	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 / 11:30	Opening Exercises • language arts – vocabulary – sentence development • large group instruction – "going to school skills" – Ready Steps				→
8:20 / 11:50	Math				→
8:40 / 12:10	Nutrition - Snack	• language development • health education • social studies			
8:55 / 12:25	Directed Art	Centers			→
9:15 / 12:45	Centers Art Projects Small Groups	• art projects • small group - Ready Steps • Social Studies • Science • rules • integrated math			→
9:40 / 1:10	Clean Up				→
9:55 / 1:25	P.E.	Music Games • Motor Development • Music Outside - Gross Motor or Indoors Gross Motor Activities			→ →
10:15 / 1:45	Story (Litny)	Story	Story	Story	Story
10:25 / 1:55	Prepare to go home • discuss day				→
10:30 / 2:00	Dismissal				→

November through June

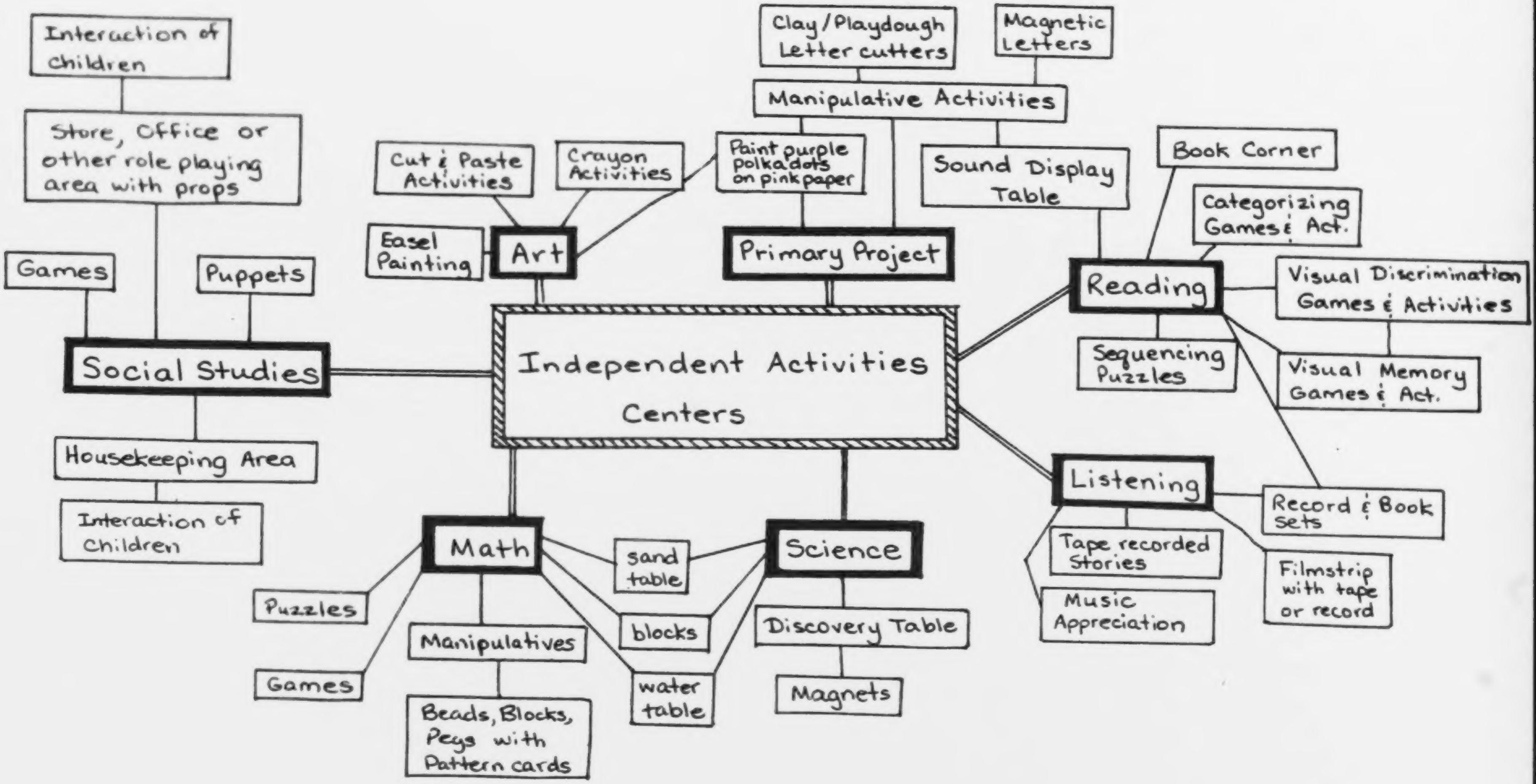
AM / PM	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 11:30	Opening Exercises				→
8:10 11:40	Primary Project				→
8:30 12:00	Math				→
8:50 12:20	Story Snack - nutrition •	 Health Education •	 Social Studies		→ →
9:10 12:40	Directed Art	Work Centers	• Art Projects • Block Corner • House • Manipulatives - small table blocks - games - puzzles • Listening Center		
	Small Group Instruction Ready Steps/GRTR	 Math Series	• Book Corner • Cutting and Pasting • Science centers and activities • Math Centers Ready Steps / GRTR	 Math Series	 Ready Steps /GRTR
9:45 1:15	Clean Up				→
9:55 1:25	P.E.	Outdoor / Indoor	Gross Motor Activities		→
10:15 1:45	Music				→
10:25 1:55	Prepare to go home Dismissal	• Discuss Day			→ →

INTEGRATION OF CONTENT AREAS INTO A KINDERGARTEN DAY

Activity	Content Areas
OPENING: Choose helpers	Social Studies/Language
Pledge/Patriotic Song/Poem	Language/Music
Count girls and boys (compare numbers, add, etc.)	Math
Weather report	Science
Chart/graph: weather, temperature	Math
Calendar/holidays	Math/Social Studies
Plans: verbal/written	Language/Reading
PRIMARY PROJECT: Airwriting drill	Motor Development
Letter tracing on chalkboards	Reading/Language
Demonstration of follow-up (glue peas on a large p pattern)	
MATH: Groups of three/Numeral 3	
Manipulatives/Numeral cards	
Follow-up pages in math text	Math
GROUP TIME: Small group instruction	
Ready Steps	Language
Getting Ready to Read	Reading
Follow-up	
Independent activities/centers	See
CLEAN UP	Social Studies Health Education Motor Development

INTEGRATION OF CONTENT AREAS INTO A KINDERGARTEN DAY (Continued)

Activity	Content Areas
MUSIC/MOTOR ACTIVITY: Push and Pull Rocking game (Primary Project, p. 167) "Ten Little People" (tune: 10 Little Indians")	Motor Development Science Math/Music
COOKING ACTIVITY: Pop popcorn	Math Science Health Education Reading/Language
STORY: *The Story of Ping*, Flack *Pezzettino*, Lionni *Petunia*, Duvoisin *Pierre*, Sendak	Language Reading Social Studies
EVALUATION	Language Social Studies
PREPARE FOR DISMISSAL: Zipping, snapping, buttoning	Motor Development Health Education Social Studies
OPTIONAL: OUTDOOR TIME	Motor Development Science Social Studies


Independent Activities Centers
Social Studies
Interaction of children
Store, Office or other role playing area with props
Games
Puppets
Housekeeping Area
Interaction of children
Art
Cut & Paste Activities
Crayon Activities
Easel Painting
Paint purple polka dots on pink paper
Primary Project
Manipulative Activities
Clay/Playdough Letter cutters
Magnetic Letters
Sound Display Table
Reading
Book Corner
Categorizing Games & Act.
Visual Discrimination Games & Activities
Sequencing Puzzles
Visual Memory Games & Act.
Listening
Record & Book sets
Tape recorded Stories
Music Appreciation
Filmstrip with tape or record
Math
Puzzles
Games
Manipulatives
Beads, Blocks, Pegs with Pattern cards
sand table
blocks
water table
Science
Discovery Table
Magnets

GROUPING

Because children have different needs and abilities, kindergarten teachers will find it necessary to establish two or more instructional groups. Grouping should be flexible to allow movement of children for instruction in different subject areas. Small group instruction allows for better interaction between the teacher and the students and allows for the needs of the students to be more adequately met.

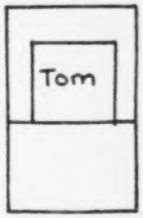
At the beginning of the year, the instructional time for each group should be short. This time should be increased in length as the students gain more independent skills. Students who are not receiving direct instruction with the teacher should be involved with a simple follow-up or independent activity.

MANAGEMENT OF INDEPENDENT ACTIVITIES AND CENTERS

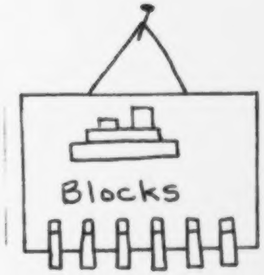
Whether independent activities and centers are self-chosen or assigned, it is essential that a management system be established early in the year. When grouping is introduced, the students should be familiar enough with using centers that small group instruction can take place with few interruptions.

Some examples of management techniques follow:

GROUPING (Continued)

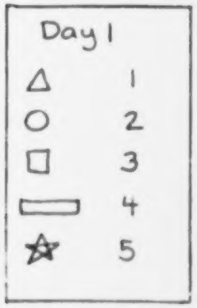


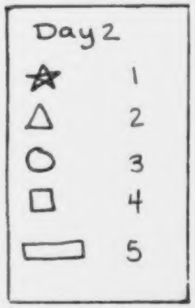
1. The teacher or the children can put individual name cards into laminated paper pockets which are taped to the wall or on some furniture in the center area. The number of pockets limits the number of children who may work there.

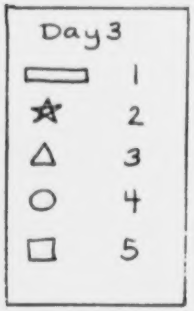


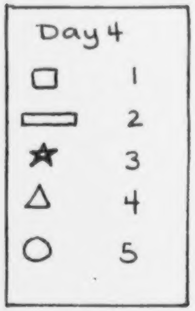
2. Colored clothespins clipped on a card in each center limit the number of children who may work there. The child clips the clothespin on his or her clothing and wears it while in the center.

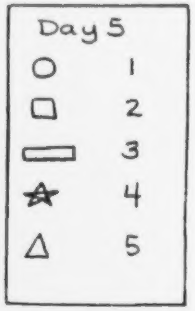
3.









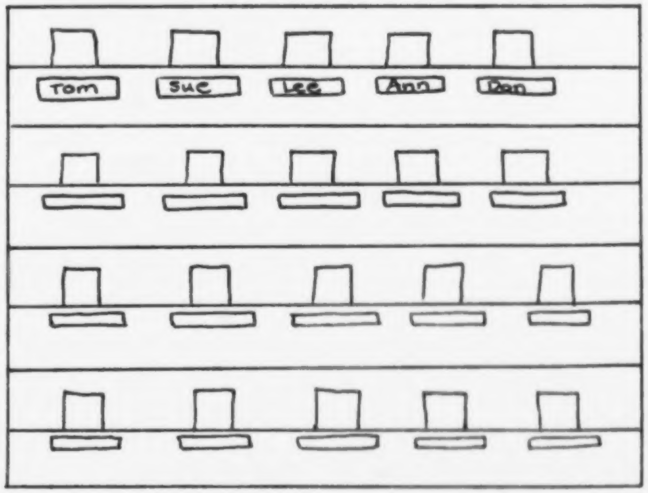


GROUPING (Continued)

3. (Continued)

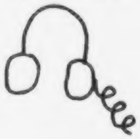
Each student is assigned one of the five symbols for as long as he is a member of a particular group. The numbers refer to centers in the room. The center assignment charts are changed each day, and no name cards for individual children need to be moved.

4.

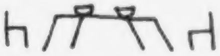


A card holder or a large poster board with library book pockets glued on it is used for self-chosen or teacher-assigned centers and activities. Cards (3 x 5) with activities pictured on them are placed in the child's pocket.

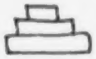
5. Symbols for centers and activities:



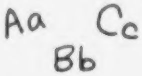
listening center



housekeeping



blocks



letter table

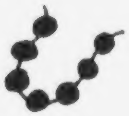
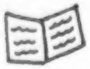


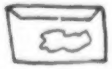
table games

GROUPING (Continued)

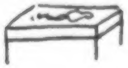
5. Symbols for centers and activities (Continued):



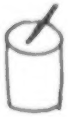
books



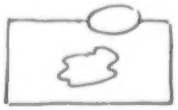
folder games



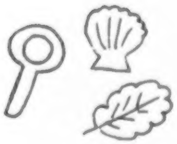
sand table



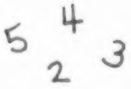
paints



clay



science table



number table

SUGGESTED MATERIALS FOR LEARNING CENTERS

Language Arts Center

Teacher-made and commercial games

Flannel board with letters and pictures

Alphabet blocks, cards, puzzles

Alphabet train with letters and objects

Primary Project Keyword cards

Primary Project individual letter cards

Sequence cards

Pictures and objects for classifying

Magazines and catalogs

Dictionaries

Chalkboards, chalk, erasers

Magnetic board, letters

Word cards

Filmstrips, tapes, records related to reading

Manipulative materials for motor coordination and visual discrimination

Reading Center

Classroom book collection

Library books

Experience stories

Flannel board and stories

Stories on filmstrips

Tape recorder or record player with earphones

Recorded stories and corresponding books

Puppets for use with stories

Easy chair or couch if space permits

Rocking chairs

Pillows

Area rug or carpet

SUGGESTED MATERIALS FOR LEARNING CENTERS (Continued)

Math Center

- Teacher-made and commercial games
- Problem or activity cards
- Counters (buttons, bottle caps, popsicle sticks, etc.)
- Counting frame
- Pegboards and pegs with pattern cards
- Beads and laces with pattern cards
- Parquetry blocks with pattern cards
- One inch cube blocks with pattern cards
- Attribute blocks
- Dominoes
- Geoboards
- Tangrams
- Rulers, yardstick, tape measure
- Clocks
- Thermometers
- Scales and objects to weigh
- Measuring devices (spoons, cups, etc.)
- Number line
- Walk-on number line
- Play money

Science Center

- Aquarium
- Terrarium
- Rock and shell collections
- Things of seasonal interest (leaves, flowers, etc.)
- Magnifying glass (tripod, hand)
- Magnets (horseshoe, bar)
- Prism
- Thermometers
- Compass
- Objects to smell, hear, touch, see, taste
- Objects that float and sink
- Pulleys, levers, inclined planes
- Things to classify

SUGGESTED MATERIALS FOR LEARNING CENTERS (Continued)

Creative Dramatics Center

Small table, chairs

Child-sized refrigerator, stove, sink, cupboard

Chest

Doll bed

Ironing board, iron

Rocking chair

Clothes rack

Shelves

Broom, dustpan, mop

Mirror

Dolls, blankets, clothes

Cooking utensils, dishes, silverware

Artificial fruits, vegetables

Clean, empty, safe food containers

Telephone

Clothes and props for dramatic play

Puppets

Puppet theater

Art Center

Easels

Tempera paint, brushes, paper, newspaper

Drying rack

Finger paint, paper

Construction paper

Crayons

Scissors (safety scissors available on art bid list)

Glue and paste

Art tissue, cardboard, crepe paper

Material scraps

Wallpaper samples

Magazines and catalogs

Clay, clayboards, cutters, objects for modeling

Materials for weaving, stitchery

Materials for collage

Ingredients for flour/salt dough

SUGGESTED FLOOR PLAN

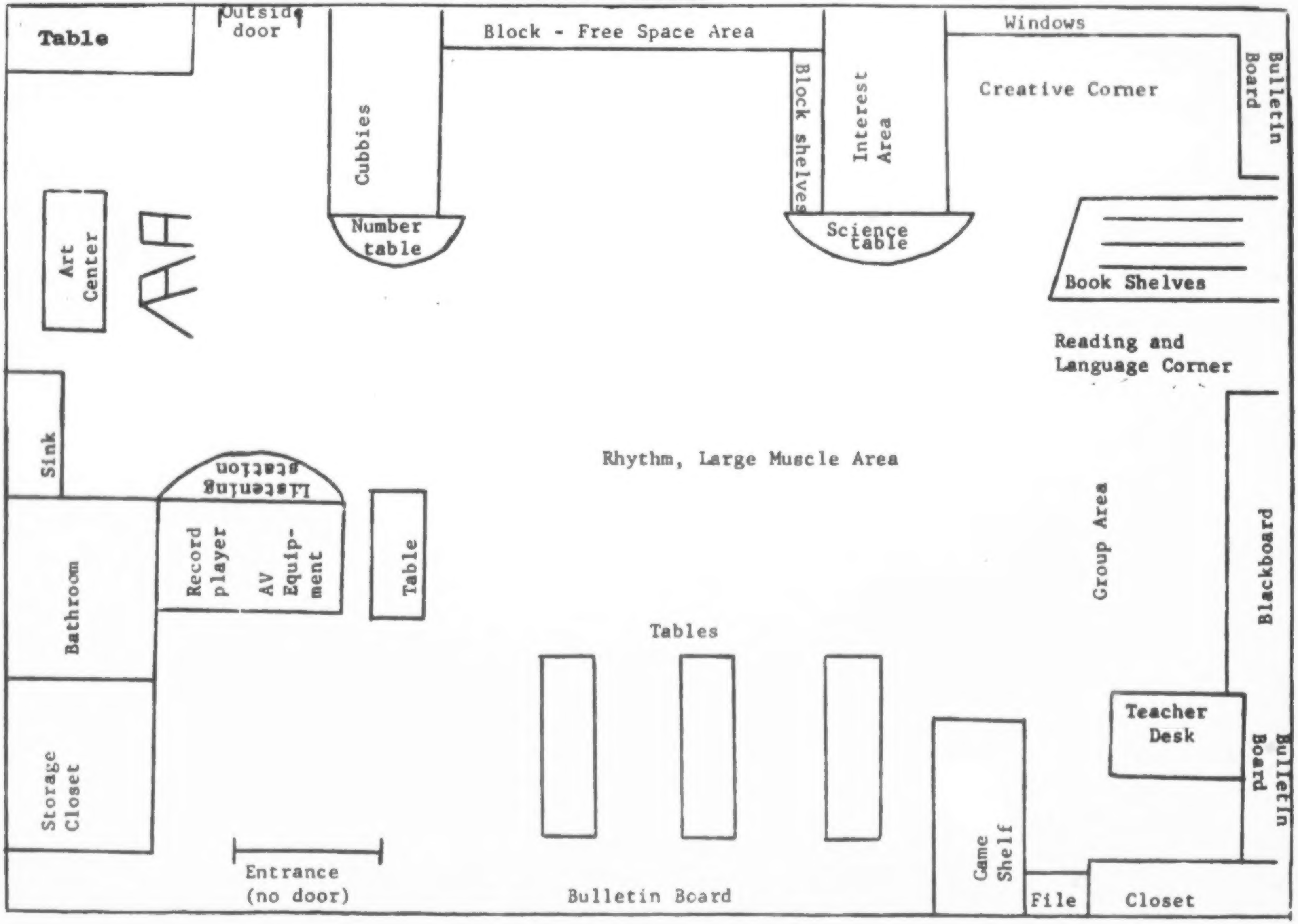
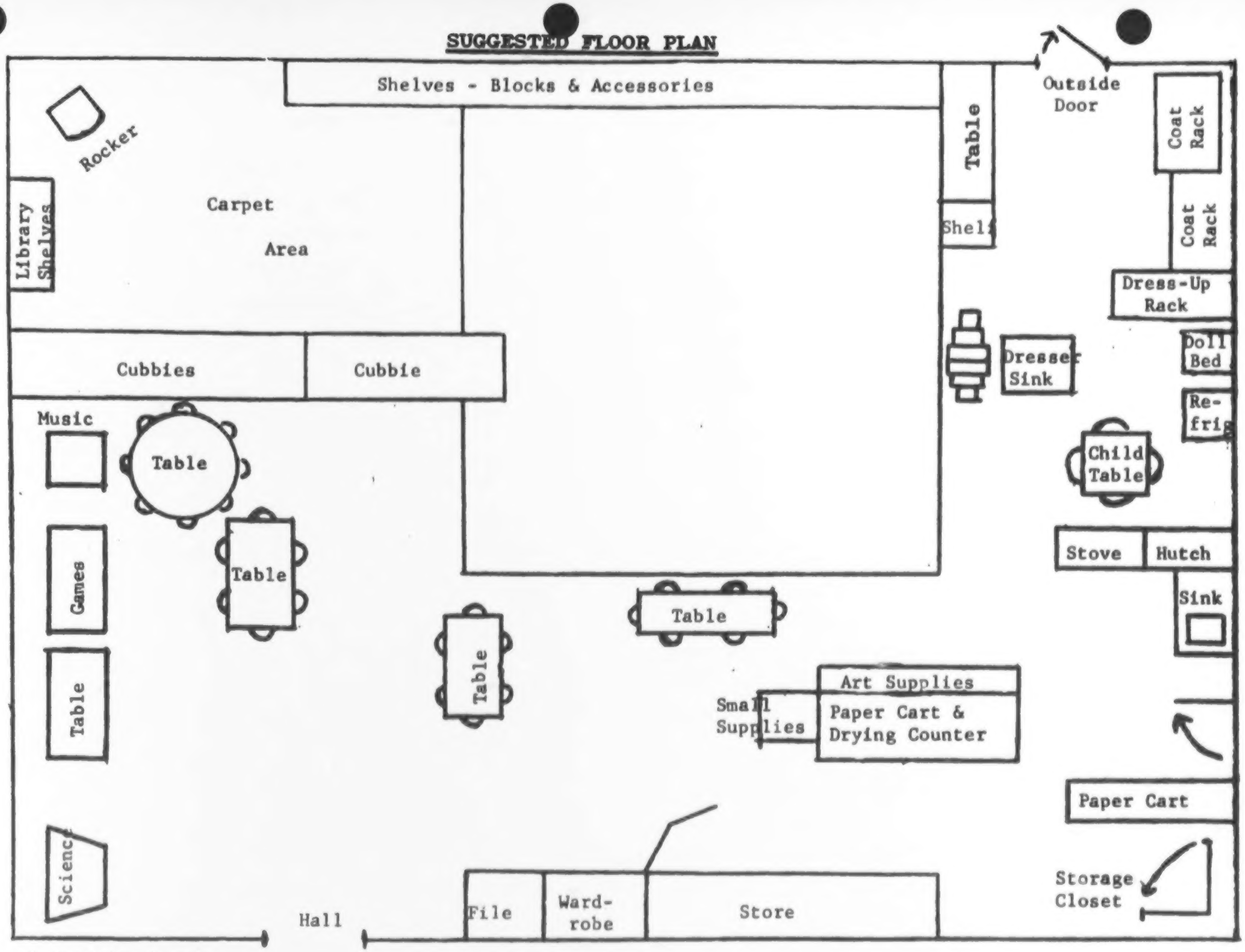


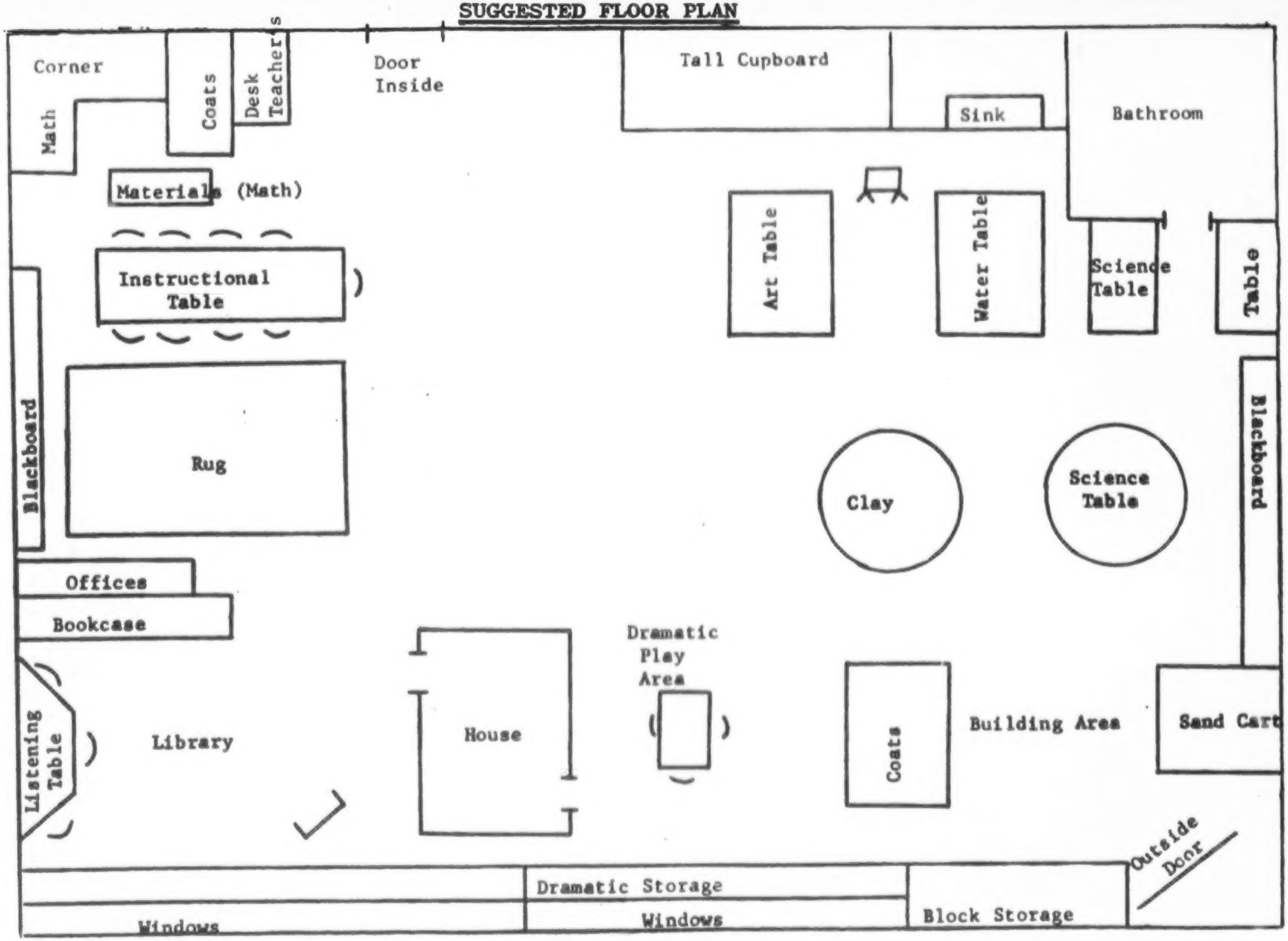
Table
Outside door
Cubbies
Block - Free Space Area
Block shelves
Interest Area
Windows
Creative Corner
Bulletin Board
Number table
Science table
Art Center
Book Shelves
Reading and Language Corner
Sink
Listening station
Rhythm, Large Muscle Area
Record player
AV Equipment
Table
Group Area
Blackboard
Bathroom
Tables
Teacher Desk
Bulletin Board
Storage Closet
Game Shelf
Entrance (no door)
Bulletin Board
File
Closet

SUGGESTED FLOOR PLAN


Shelves - Blocks & Accessories
Outside Door
Rocker
Library Shelves
Carpet Area
Table
Shelf
Coat Rack
Coat Rack
Dress-Up Rack
Cubbies
Cubbie
Dresser Sink
Doll Bed
Re-frig
Music
Table
Child Table
Games
Table
Stove
Hutch
Sink
Table
Table
Table
Art Supplies
Small Supplies
Paper Cart & Drying Counter
Paper Cart
Science
Storage Closet
Hall
File
Ward-robe
Store

* Outside closet

SUGGESTED FLOOR PLAN


Corner
Math
Coats
Desk
Teacher's
Door
Inside
Tall Cupboard
Sink
Bathroom
Materials (Math)
Instructional
Table
Art Table
Water Table
Science
Table
Table
Blackboard
Rug
Clay
Science
Table
Blackboard
Offices
Bookcase
Dramatic
Play
Area
Listening
Table
Library
House
Coats
Building Area
Sand Cart
Outside
Door
Dramatic Storage
Windows
Windows
Block Storage

DISCIPLINE

Discipline works best when we like being with children and respect their individuality. It works when we plan well and when we are firm, observant, gentle, and good humored.

Children are sent to school to master skills and to become good citizens. They are able to acquire better the skills of reading, language, math, etc. if they learn good behavior and self-esteem at the same time. Self-esteem is built through self-discipline. Children need to learn to solve problems and to be able to independently carry out assigned tasks.

If our goal is to have children become self-disciplined, then we, as teachers, should:

1. Be personal: "I care about you . . ."
2. Understand the reasons for misbehavior.
3. Give clear and precise directions; wait until all children are attentive.
4. Always build on the positive and minimize the negative.
5. Be consistent and mean what you say.
6. See behavior in its proper perspective; avoid references to past situations.
7. Set the limits from the beginning.
8. Discuss a problem with a child at a time when neither person is emotionally upset.
9. Be patient and replan if necessary. Results take time!

TESTS MEASURING KINDERGARTEN SKILLS

☐ Skill addressed in test

☒ Skill not addressed in test

SKILLS* (Place check by skills mastered.)	TEST			
	H-M Ready Steps	(Chapter I) DEB	SHIP	EIIP
1. AUDITORY DISCRIMINATION				
Initial Sounds	☐	☐	☐	☒
Medial	☒	☐	☒	☒
Final	☒	☐	☒	☒
2. INSTRUCTIONAL LANGUAGE				
Color Identification	☐	☒	☐	☐
Directional Words	☐	☐	☐	☐
3. FOLLOWING ORAL DIRECTIONS				
1, 2, 3-Step Directions	☐	☐	☐	☐
4-Step Directions	☒	☐	☒	☒
4. LISTENING COMPREHENSION--STORIES				
Retelling	☐	☒	☐	☐
Answering Questions	☒	☐	☒	☒
5. SEQUENCING				
3-4 Pictures	☐	☒	☐	☐

TESTS MEASURING KINDERGARTEN SKILLS (Continued)

SKILLS* (Place check by skills mastered.)	TEST			
	H-M Ready Steps	(Chapter I) DEB	SHIP	EIIP
6. ORAL LANGUAGE DEVELOPMENT Thought Units		X		
Grammar	X		X	X
Receptive	X			X
7. GENERAL VOCABULARY Pictures			X	
8. CATEGORIZING Classifying			X	
9. USING ORAL CONTEXT Sentence Completion		(Grammar)	(Analogies)	X
10. LETTER FORM DISCRIMINATION Matching			X	
11. PSYCHOMOTOR Motor Coordination	X		X	X
Articulation	X	X	X	
12. AUDITORY MEMORY Sentences	X	X		

TESTS MEASURING KINDERGARTEN SKILLS (Continued)

SKILLS* (Place check by skills mastered.)	TEST			
	H-M Ready Steps	(Chapter I) DEB	SHIP	EIIP
12. AUDITORY MEMORY (Continued) Words in Sequence	☒			
Following Directions	☒			
13. VISUAL MEMORY Shapes	☒		☒	☒
Pictures	☒			☒
14. VISUAL DISCRIMINATION Form	☒			
Spatial Orientation	☒		☒	☒
15. COPY Forms	☒			
Design	☒		☒	☒

*NOTE: Skills 1-10, Houghton Mifflin Ready Steps

TIPS FOR ITINERANT KINDERGARTEN TEACHERS

1. Carry a BIG tote bag! Park it in the same place in the room every day. As soon as a book or other material has been used, have a child put it in the bag so it won't be forgotten if it is needed at the other school.
2. Be sure materials end up in the schools where they belong.
3. Organize upper grade student helpers to wash chalkboards, etc.
4. Develop newsletters, homework calendars, etc. which can be used at both schools.
5. Alternate units of study so that one set of bulletin board displays and materials can be used at both schools.
6. If there is another kindergarten teacher in one or both schools, consider team teaching and other sharing options.
7. Look into various options for field trips. For an all-day trip, plan arrival and and dismissal coverage at one school and arrange for the same bus to pick up and discharge students at both schools.
8. Plan with both principals for the scheduling of nonteaching work days or half days.
9. Claim mileage reimbursement for travel between schools on the approved form.
10. Establish emergency coverage in case of unexpected delays in traveling between schools.

FIELD TRIP TIPS

1. For the actual field trip:
    a. Make arrangements well in advance.
    b. Investigate arrangements by prior visit or phone.
    c. Know what the children will see and do.
    d. Limit the length of time and distance.
    e. Try to arrange to take a.m. and p.m. groups on the same trip.
    f. Make reusable tags with each child's name and school.

2. Use stories, pictures, objects, or exhibits to stimulate interest.

3. Discuss what they want to see and find out.

4. Set up standards for behavior for traveling and visiting.

5. Talk about what to wear.

6. Evaluate their experience on the trip using words they have learned.

7. Permit children to make and talk about pictures and work on group or individual projects. Do NOT require participation in such follow-up activities.

8. Provide props that encourage dramatic play about field trips.

9. Arrange field trips far in advance to avoid transportation problems.

10. Suggested places to go:
    - National Zoo
    - Greenbelt National Park
    - Louise Cosca Nature Center
    - W.S.S.C. Azalea Gardens
    - Local Fire Station
    - Large Stores
    - Post Office
    - National Arboretum
    - Rock Creek Nature Center
    - Smithsonian Museum
    - Wheaton Regional Park
    - MacDonald's
    - Bottling Companies
    - Bakery

FIELD TRIP TIPS (Continued)

11. Prince George's County programs:

    a. Policeman (Safety Officer) with a patrol car.
    b. Alice Ferguson Foundation, Accokeek, MD 20607 (292-5665). Open September through November, April through June. Arrive at 10 a.m.; leave at 2 p.m. Tour, picnic, and wagon ride (75 cents). Nature trail and some animals.
    c. H. B. Owens Science Center has special programs for kindergarten students which extend Conceptual Schemes B, D, and F of the Concepts in Science program.

        1. "Scientific Sense" program teaches what a scientist is and does, and how the five senses are used to learn about environments. Presented in the Lecture/Demonstration Pit (30 minutes).

        2. "Rudolph Flu" is an introduction to Astronomy through a fanciful story involving the night sky. Presented in the planetarium (45 minutes).

NOTES

SHIP--EARLY IDENTIFICATION PROGRAM

The reading teacher and the kindergarten teacher are co-coordinators of SHIP.

In August and September arrangements should be made with the principal to:

1. Order SHIP materials.
2. Select a SHIP date (one day or one week).
3. Notify the Elementary Team of the date.
4. Plan with the speech pathologist for help from another speech pathologist for administering the Speech and Language Test.
5. Send the reading teacher and the kindergarten teacher for SHIP and EIIP training.
6. Arrange coverage for the administration of SHIP screening.
7. Arrange a substitute for the kindergarten teacher for SHIP screening.
8. Administer SHIP screening.
9. Hold staffing on SHIP results.
10. Send one copy of Class Summary Sheets, Follow-up Sheets, and Motor Development Class Summary Sheets to the Elementary Team at Palmer Park.
11. Send one copy of Motor Development Class Summary Sheets to H. W. Wheatley Special Center.
12. Notify the Elementary Team of sustitution information on the form provided.

SHIP RESPONSIBILITIES

1. Speech and Language--The speech pathologist assesses the child's speech (including articulation, fluency, and voice) and language (including the ability to express his/her ideas and to understand what he/she hears).

2. Perception and Readiness--The reading teacher and the kindergarten teacher will administer and assess the first three subtests of Ready Steps. They will assess visual discrimination skills (the ability to identify likenesses and differences), visual memory skills (the ability to recall objects from visual stimuli), and visual motor skills (the ability to reproduce basic geometric shapes).

3. Motor Development--A physical education or special education teacher will assess gross motor skills including gait, balance, coordination, and muscular control.

4. Vision--A health aide or vision/hearing technician will screen for visual acuity using the Snellin "E" flash cards.

5. Hearing--A health aide or vision/hearing technician will screen auditory acuity using an audiometer which produces pure tone sounds at the various decibel levels.

EARLY IDENTIFICATION AND INTERVENTION PROGRAM ("EIIP")

EIIP GOAL

The goal of the Early Identification and Intervention Program (EIIP) is to screen:

> those children who, because of problems of development and/or experience, exhibit behaviors associated with learning problems regardless of cause and are, therefore, least able to meet the expectations of the school unless their teaching/learning experiences are modified.

Through specific diagnosis and evaluation, the suspicion of a learning problem is confirmed or denied, and "high risk" children are then able to be placed in programs designed to ameliorate their problems and to prevent academic failure. (Please see the EIIP Teacher's Manual for further information.)

EIIP "TIME LINE"

Kindergarten teachers are REQUIRED to meet the following EIIP deadlines:

September

1. Check to make sure that MOSCK (Maryland Observational Screening Checklist for Kindergarten) sheets for kindergarten have arrived in the building.
2. The Checklists will come with data preprinted for the children on the Pupil Accounting print-out.
    a. The teacher must fill in the Teacher I. D. Number.
    b. Any four-digit number may be used:

Examples: 0001--a.m. session, Teacher 1
0011--p.m. session, Teacher 1
0002--a.m. session, Teacher 2
0022--p.m. session, Teacher 2

EIIP "TIME LINE" (Continued)

September (Continued)

3. Edges of sheets must be protected so that the machine can scan them.
4. Read page 10, Section III, of the MOSCK Teacher's Manual (Screening in Kindergarten).
5. Begin teacher observation of students for EIIP.

October

1. Continue teacher observation of students for EIIP.

October 31

1. Complete a MOSCK form for each child. (See the Teacher's Manual Identification and Intervention Program for guidance.)
2. There must be a response to each of the 25 questions in both October and March. The machine will not scan an incomplete form.
3. Keep in mind the "Item Description" for each area as you plan lessons and observe the children. See the EIIP Observation Suggestions. The screening recommendation must be carefully considered and then entered in the appropriate place on the form.
4. File MOSCK forms until March when you must enter additional data. Protect the edges for machine scoring later.
5. The screening sheet of any child who moves to another part of Maryland should be sent in the cumulative folder.

October-March

1. Refer any child exhibiting severe or obvious problems to the school Educational Management Team.
2. Use planned intervention to help youngsters develop needed skills.

EIIP "TIME LINE" (Continued)

October-March (Continued)

3. It is a local building decision whether children who enter after December will be screened or whether you will wait until the next school year.

March 31

1. Complete the MOSCK form (for the second and final time) for every child (25 questions and Part 3 Screening Recommendation).
2. You must have at least two task observations for your response in March. See EIIP Observation Suggestions.
3. Reminder: There must be a response to each of the 25 questions in both October and March. The machine will not scan an incomplete form.

April (By April 30)

1. Do the EIIP Roster. See page 10, Section III, in the MOSCK Teacher's Manual.
2. Meet with the Educational Management Team (EMT) to review teacher recommendations on Part 3 (Screening Recommendation). The EMT will record decisions on the Roster (Columns 4 and 5).
3. Record within the cumulative folder the date on which the screening was completed and the results of the screening. This information is to be recorded on the Student Record Card 4, Side 1.

May

1. Give a copy of the completed EIIP Roster to the principal or principal's designee.
2. Send completed MOSCK forms to the Testing and Research Office for scanning.

EARLY IDENTIFICATION AND INTERVENTION PROGRAM ("EIIP")

Observation Suggestions

These suggestions are designed to facilitate the use of the Maryland Observational Screening Checklist for Kindergarten. Teachers are encouraged to use them in both the observation and intervention phases of the EIIP process.

Note that these suggestions use existing materials and activities and are integrated into the kindergarten curriculum.

The observations should take place during regular classroom activities and not in separate "testing" or "checking" sessions.

MOSCK Items	Observations
ITEM 1. Copies first name or a simple word.	Labels own drawings and paintings. Uses felt markers on acetate. Copies key words or labels in the room. Traces letters in finger paints, sand, sawdust, salt, sugar, or shaving cream. (See Primary Project Guide)
ITEM 2. Repeats a sentence with correct word order.	Repeats date and/or weather in a sentence. Talks informally with teacher and child. Repeats sentences, such as: "My best friend is . . ."; "My favorite school snack is . . ." Plays "Echo." Ask child to repeat the sentences of the teacher or another child.

EARLY IDENTIFICATION AND INTERVENTION PROGRAM ("EIIP")

Observation Suggestions (Continued)

MOSCK Items	Observations
ITEM 3. Asks teacher's help only when needed.	Operates independently during work activities. Cooperates in group games without individual direction (Motor Development).
ITEM 4. Groups objects by category.	Sorts shoes, clothes, food, and dishes in the Housekeeping Center. Sorts by shape transportation toys, people, and animals in the Block Center. Sorts art supplies. Groups science materials. Ready Steps, Categorizing, p. 121.
ITEM 5. Comprehends directional concepts.	Follows instructions: "Put you boots below your coat in the cubby." Cleans up according to directions. Follows record/tape directions. Plays "Simon Says." Ready Steps, Following Oral Directions, p. 25.
ITEM 6. Tells how many objects there are in a group of five.	Counts blocks, pencils, beads, etc. Sets snack tables with proper number of items. Counts children at a table.

EARLY IDENTIFICATION AND INTERVENTION PROGRAM ("EIIP")

Observation Suggestions (Continued)

MOSCK Items	Observations
ITEM 7. Follows a verbal direction containing three associated steps.	Follows instructions, such as: "Take a paper from that table, go to your seat, and draw an animal picture." Ready Steps, Following Oral Directions, p. 25.
ITEM 8. Retells a story or nursery rhyme in sequential order.	Uses Flannel Board Kits. Uses puppets (hand, finger, body). Ready Steps, Sequencing, p. 57.
ITEM 9. Recognizes own name in print.	Uses name cards on charts. Names place cards on tables. Uses Classroom Helpers Chart.
ITEM 10. Speaks in sentences of more than three words.	Contributes to: Sharing time Group discussions Learning experiences Converses informally with others.
ITEM 11. Names the colors red, yellow, blue, and green	Names colors in table games, beads, inch cubes, and parquetry blocks.
ITEM 12. Usually has good self-control.	Spontaneous outbursts? Inability to sit still? Speaks out of turn? Annoys others? Speaks without thinking?

EARLY IDENTIFICATION AND INTERVENTION PROGRAM ("EIIP")

Observation Suggestions (Continued)

MOSCK Items	Observations
ITEM 13. Pays attention to what he/she is doing when other things are going on around him/her.	During work time: Looks at books. Works a puzzle. Works at art center or easel. Listens with earphones. Listens to a story. Watches a film/filmstrip.
ITEM 14. Counts by rote from 1 to 10.	Participates in counting activities. Counts children. Counts beads.
ITEM 15. Tells about a picture while looking at it.	Describes pictures. *Ready Steps*, Oral Language Development, p. 75. *Ready Steps*, General Vocabulary, p. 99.
ITEM 16. Identifies differences in pictures.	Flannel board shapes and designs. Teacher-made materials: turkeys houses people flowers Groups of stickers. *Ready Steps*, Instructional Language, p. 9.

EARLY IDENTIFICATION AND INTERVENTION PROGRAM ("EIIP")

Observation Suggestions (Continued)

MOSCK Items	Observations
ITEM 17. States full name and age when asked.	Plays "Policeman Game." (Pretend you are lost. Tell the policeman your full name and age.) "Telephone Game." (Call someone on the phone. Tell them your full name and age.) Uses a tape recorder and microphone to tell full name and age. Draws a picture of self and tells full name and age to label picture. Tells name and age to be written on the Author's Page of a Language Experience Book.
ITEM 18. Recognizes and names upper and lower case letters.	Uses of the following materials to name some upper and lower case letters: Magnetic letters Flannel board letters Beaded alphabet cards Flash cards ABC puzzles Alphabet Bingo Alpha Worm Puzzles ABC Lotto Alphabet Game Ready Steps, Letter Form Discrimination, p. 163. Primary Project Guide.

EARLY IDENTIFICATION AND INTERVENTION PROGRAM ("EIIP")

Observation Suggestions (Continued)

MOSCK Items	Observations
ITEM 19. Copies a circle, cross, and square so that it is recognizable.	Uses crayons, chalk, or felt markers to copy shapes at an easel or art table. Uses finger paints to copy shapes. Kindergarten Guide, Reading/Language Arts (Visual Motor).
ITEM 20. Interacts well in peer group activities.	Ability to: work/play cooperatively. carry out leadership roles. carry out membership roles. share materials. take turns.
ITEM 21. Tells about a recent school activity.	Ability to describe in an understandable manner: Work center activities Field trips Role playing Special events
ITEM 22. Finishes most tasks or projects.	Finishes a puzzle. Completes art center activities. Follows "clean up" directions. Plays table game until completion. Prepares for snack.

EARLY IDENTIFICATION AND INTERVENTION PROGRAM ("EIIP")

Observation Suggestions (Continued)

MOSCK Items	Observations
ITEM 23. Attempts most tasks or projects.	Uses many materials/activities. Attempts finger plays. Tries to sing or follow song directions. Responds to directions in music.
ITEM 24. Speaks so that he/she is usually understood by peers and/or adults.	Ability to say words and sentences that are understood by others (despite grammatical inaccuracy).
ITEM 25. Arranges three events in correct sequence.	Ability to arrange in order: Flannel board nursery rhymes. Sequential picture cards. Steps of a cooking recipe. Tell-again story cards. Plays games that require responding to sequenced directions. Repeats progressive songs/stories. Ready Steps, Sequencing, p. 59.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT

Motor Development/Adapted Physical Education Program

Procedures for having student assessed: Motor Development

1. Child is suspected of having a gross motor problem:
    a. Contact the physical education teacher so that he/she can provide "observational" information to the classroom teacher regarding the child's level of gross motor functioning in physical education class and if necessary do a "Preassessment Screening Inventory" that will provide additional information relative to gross motor behavior.
    b. If the child's performance on the Prescreening Inventory confirms a gross motor problem, a "formal motor assessment" should be requested by the SIT chairperson.
2. Initiate a Request for Formal Assessment by completing the "Request for Assessment" form and forward it to the motor development teacher in your area.
3. Complete P. S. 90 (Motor Development tests will be identified).
4. Have parents/guardian complete the Preassessment Parent Inventory.
5. Complete the In-School Behavioral Checklist (P.E., RRT, etc.).
6. When appointment for assessment has been confirmed, arrange for transportation to assessment site if necessary.
7. Make available student's limited access folder if possible.
8. Be available for post-assessment conference.

EARLY IDENTIFICATION AND INTERVENTION PROGRAM ("EIIP")

Activities to Improve Motor Developmental Competencies

RUNNING: Task No. 1 (Maybe should be last on the SHIP test)

1. Running forward or backward.
2. Running quickly or slowly.
3. Running up and down an incline.
4. Running along a straight line or zig zag.
5. Running through traffic cones.
6. Running for distance.
7. Running and showing ability to change directions quickly.
8. Running and stopping and going on command.

ONE FOOT BALANCE--STATIC BALANCE: Task No. 2

1. Stand on one foot and then the other holding onto an external object.
2. Hold onto an external object and hop from one place to another.
3. Stand and balance on a variety of size blocks.
4. Stand on cushions and balance.
5. Place a bean bag on your head and pick up and put down one foot rapidly. Increase time with one foot elevated.
6. Do the same thing but switch feet.
7. Balance on sponge-type objects.
8. Stop and balance on arrows pointed in a variety of directions on the floor.
9. Attempt to slide and balance on one foot.

HOPPING IN PLACE: Task No. 3

1. Initiating hop on the preferred foot with and without support.
2. Hopping forward one step.
3. Performing a series of hops.
4. Hopping on the nonpreferred foot.
5. Altering feet for hopping.
6. Hopping in a variety of directions.
7. Hopping forward and backward.
8. Hopping through an obstacle course.

EARLY IDENTIFICATION AND INTERVENTION PROGRAM ("EIIP")

Activities to Improve Motor Developmental Competencies (Continued)

BALANCE BEAM WALK: Task No. 4 (Dynamic Balance)

1. Child swings in a playground swing, hammock, net, tire, or swing. This can be done sitting, prone, or kneeling.
2. Prone sliding down an incline.
3. Scooter boards, skate boards, skates, bicycles.
4. Rolling, somersaulting, and trampolining.
5. Riding down an incline on a scooter board.

STANDING JUMP FORWARD: Task No. 5

1. Jumping forward.
2. Jumping over a line; over a rope.
3. Jumping forward or backward over a rope or slightly raised off the floor.
4. Performing a series of forward and backward jumps.
5. Jumping down from steps--increase height of take-off platform.
6. Jumping into a designated space (tire, hoops, etc.).
7. Jumping up to reach an object overhead with one hand; with two hands.

STAND TO KNEES TO STAND: Task No. 6 (Motor Planning--Praxis)

1. Rolling, crawling, creeping, walking, running up and down an incline, over and under objects, forward and backward, etc.
2. Performing any or all locomotor movements in a sequence moving quickly from one to the other.
3. Moving through an obstacle course blindfolded.
4. Following a rope maze blindfolded.
5. Performing angels-in-the-snow.
6. Performing animal walks and wrestling games.
7. Following a serpentine rope.
8. Playing "tag games."
9. Imitating postures and positions quickly and slowly.
10. Playing follow-the-leader.

STAND TO KNEES TO STAND: Task No. 6 (Continued)

11. Moving to different beats of drum or music.
12. Performing balance tasks or stunts.
13. Performing novel movement tasks.
14. Performing mirror images with a partner.
15. Stringing beads.
16. Duplicating pegboard or rubber band board patterns.
17. Dropping clothespins into a container.
18. Putting one's body in various shapes.
19. Following a specified line in a maze.
20. Following a rhythm using rhythm sticks.

CATCHING A BALL: Task No. 7

1. Trapping a rolled ball with two hands while sitting in a long straddle position.
2. Catching a ball after dropping it.
3. Catching a bounced ball at chest height with two hands.
4. Varying the type of ball.
5. Varying the speed, direction, and force of bounced balls.
6. Catching tossed ball by trapping it.
7. Catching tossed ball with arms; then two hands.
8. Playing catch with another student in class varying the size of the ball, the length of the throw, and the speed.
9. Catching balls thrown over objects.
10. Catching objects with one hand (e.g., bean bags, frisbees, balls, etc.).
11. Catching while moving through space.
12. Playing hot potato.

WALKING: Task No. 8

1. Walk forward from one point to another.
2. Walk backward from one point to another.

WALKING: Task No. 8 (Continued)

3. Walk between parallel lines.
4. Walk on a single line on the floor.
5. Walk following a curved line, a figure 8, or another pattern.
6. Walk up and down an incline.
7. Walk through a ladder or tires on the ground.
8. Walk quickly or slowly.
9. Walk on tiptoes.
10. Walk through an obstacle course.
11. Walk on footprints.

THE KINDERGARTEN READING PROGRAM

The reading program at the kindergarten level essentially is a prereadiness and readiness program. At this early stage much emphasis is placed on the interrelationships of all the language arts with oral language development as a particular focus. A foundation for writing and written expression is also provided. Primary Project provides the opportunity for every child at the kindergarten level to interact with letters in a meaningful fashion; thus, it begins a sense of letter and sound decoding. Specific guides and activities are available for this project.

The prereadiness and readiness compenents of the Houghton Mifflin Reading Program at the kindergarten level provide a structured, sequential framework that is consistent with the system's objectives and instructional procedures. The Houghton Mifflin materials used at this level are Ready Steps and Getting Ready to Read and, in defined instances, Rockets.

Ready Steps is a diagnostic and instructional program designed to identify which oral language skills basic to reading readiness children need and to provide developmental activities and strategies to be used in teaching them. Ready Steps has two major components. The first is the Test for Ready Steps, an individually administered test battery that covers ten skill areas which are ordered from most basic to most advanced. The second component is the Ready Steps Resource Kit, containing a variety of developmental materials which cover the same ten skill areas as the test.

Certain activities, arranged in order of difficulty, have been designated as checkpoints. The checkpoints serve as an aid to the teacher in evaluating children's progress and in determining whether a child has mastered a skill. They have been placed at intervals so that skill achievement can be assessed at different levels. Individual subtests of the Ready Steps Test may be administered as additional checkpoints.

Using the checkpoints and the retesting scores as guides, the teacher must decide when a child has developed sufficient skill to proceed with more difficult skill activities, to move to other skill areas, or to begin Getting Ready to Read.

Getting Ready to Read is the introductory level of the Houghton Mifflin Reading Program. It has three specific goals:

1. To teach children a simple and highly efficient decoding strategy that will enable them to identify, in printed form, words that are already in their oral vocabulary.
2. To have children decode 16 words that are of high frequency in printed materials and to have them practice reading these words until they recognize them instantly.
3. To give children the opportunity to read by themselves sentences that, together with accompanying illustrations, tell a very simple story or serve as captions for these illustrations.

THE KINDERGARTEN READING PROGRAM (Continued)

The skills taught in Getting Ready to Read may be classified into eight major skill areas. The skills are arranged in a cyclical sequence in which children gradually master the skills by working with a few letters at a time.

Each lesson is designed to motivate children and to give them a sense of enjoyment and achievement.

TESTING AND PLACEMENT

The three subtests will be administered during the SHIP screening in September to all kindergarten children.

1. If a student does not meet the readiness score on the three subtests administered during the SHIP screening, he will need instruction on these skills before he is given the remaining tests.
2. The child who meets the readiness score on the first three subtests should be given the remaining subtests immediately. He should receive instruction in the deficient skill areas and those described in the following paragraph.
3. The child who meets criteria on all the subtests of Ready Steps nevertheless must complete five (5) activities in each area--Listening Comprehension, Categorizing, and Sequencing. Upon completion of these activities, students will be placed in Getting Ready to Read.

The remaining subtests, except Test 6, will be administered to all students prior to October 31. The reading teacher and/or kindergarten teacher will be responsible for administering and evaluating these tests.

TESTING AND PLACEMENT (Continued)

If a child comes to kindergarten already reading, several tests must be administered to determine his instructional placement. The Ready Steps Test, Survey Test of the Prereading Inventory, and the Tests of Basic Skills may be used to help assess the student's strengths and weaknesses and should be considered with all other pertinent factors before placing him in first grade for reading instruction.

Reading instruction in kindergarten should address all aspects of the reading process. The very young child should have opportunities to handle many kinds of books and magazines. He should gain mastery of the decoding skills taught in the readiness program and should be able to comprehend a story he has heard as well as dictate or retell his own. He should be able to function within his environment and should be provided abundant opportunities for reading and exploring reading. He should be able to listen to and appreciate good literature and should be given an opportunity to integrate all the language arts skills. A program that addresses reading at the kindergarten level in this way will be broad and deep and will require time, planning, and dedication for its implementation. A child who demonstrates proficiency in such a kindergarten class may be considered for placement in Rockets.

Before a child is considered for placement in Rockets, he should meet the following criteria:

TESTING AND PLACEMENT (Continued)

1. Readiness score on Ready Steps Test.
2. Completion of a minimum of five (5) activities in each area--Listening Comprehension, Categorizing, and Sequencing.
3. Completion of instruction in GRTR.
4. Critical score on the GRTR Survey Test.

The placement of any child into Rockets must be a joint decision of the principal, reading teacher, and kindergarten teacher and must be approved by the area reading supervisor.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

As children assimilate experiences and explore materials which build meanings, concepts, understandings, and vocabulary, they are building a foundation for reading and language development. Opportunities for listening to stories and time for looking at books help to create an interest and a desire in children to read.

The teacher establishes purposes for reading, such as: reading for enjoyment, for finding additional information and solutions to problems, and for working with letters and sounds. Reading becomes part of the interrelated activities of the classroom.

Language Arts enables individuals to communicate with one another. It is the conveying of ideas, actions, and feelings through words. Language Arts is listening, speaking, reading, and writing.

The abilities and skills developed in kindergarten activities which are basic to success in learning to read and in developing language proficiency include:

1. Social development
2. Emotional development
3. Development of concepts and vocabulary
4. Use of oral language

FOUNDATIONS FOR READING AND LANGUAGE ARTS (Continued)

5. Visual skills
6. Auditory skills
7. Experiences in critical thinking
8. Composition skills--dictating and using experience stories and charts
9. Literature
10. Handwriting skills
11. Library--Media Center skills

The Kindergarten Reading/Language Program includes two components which were developed to provide each student with an opportunity to develop his/her oral and written language skills. The two components are PRIMARY PROJECT Introduction to Letters and Sounds and the Houghton Mifflin Reading Program.

PRIMARY PROJECT provides the opportunity for every child at the kindergarten level to interact with letters and sounds in a structured, sequential, and meaningful program.

The Houghton Mifflin Kindergarten Reading Program is READY STEPS and GETTING READY TO READ.

FOUNDATIONS FOR READING AND LANGUAGE ARTS (Continued)

READY STEPS is a diagnostic and instructional program designed to identify the oral language skills that children need for basic reading readiness and to give the children instructional and developmental activities in the following areas:

1. Auditory discrimination
2. Instructional language
3. Following oral directions
4. Listening comprehension
5. Sequencing
6. Oral language development
7. General vocabulary
8. Categorizing
9. Using oral context
10. Letter form discrimination

GETTING READY TO READ is the introductory level of the Houghton Mifflin Reading Program. Following are the skills taught in GETTING READY TO READ:

1. Using spoken context
2. Distinguishing letter forms
3. Listening for beginning sounds in words
4. Matching beginning sounds and letters
5. Recognizing high frequency words
6. Decoding printed words in spoken context
7. Understanding rebus sentences

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Social and Emotional Development

Skills and Activities	Tips and Resources
1. **BEING A MEMBER OF THE GROUP**	
a. Set boundaries and rules for the group.	These limits protect the individuals within the group.
b. Talk with the children about group living.	It takes time to be comfortable as an individual within a group.
2. **RELATING TO THE GROUP THROUGH USE OF ORAL LANGUAGE**	
a. Help children to learn each others' names. --name games ("Farmer in the Dell") --helper's chart --songs	
b. Provide many opportunities for children to talk and be heard.	
3. **TAKING TURNS**	
a. Play games that assure a child a turn that day.	In the beginning it is important that children have a turn each time they play. As they develop trust, they can wait a day or two for their turn.
b. Use routine classroom chores.	Have a system that assures each child a turn.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Social and Emotional Development (Continued)

Skills and Activities	Tips and Resources
4. **SHARING CLASSROOM MATERIALS, EQUIPMENT, IDEAS, EXPERIENCES**	
a. Arrange opportunities for children to work in groups of two or three. Supply them with plenty of materials to work with and observe their ability to share.	Sharing may be easier if practiced with one's best friend in the group.
b. Share ideas as you plan: --parties --trips --standards	
c. Have a small group make something to share with the others at snack time.	
5. **COOPERATING WITH THE TEACHER AND OTHER ADULT MEMBERS OF THE GROUP**	
a. In a child-centered program the teacher is the ultimate control; therefore, all activities involve cooperation with adults.	This cooperation is frequently a safety factor as on a field trip. Explanations promote cooperation.
b. Include other adults in your program. Example: child can "help" a custodian repair a toy.	
6. **RESPONDING TO SIGNALS**	
a. Establish classroom signals.	

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Social and Emotional Development (Continued)

Skills and Activities	Tips and Resources
6. a. Establish classroom signals. (Continued) --raising a hand --ringing a bell --playing a chord on the piano	
b. Introduce and explain a fire drill (before the school has one).	
c. Talk about signals in the environment. --sirens --traffic signals	
7. FOLLOWING DIRECTIONS	
a. See Auditory.	
b. See Ready Steps, Following Oral Directions, p. 25.	
8. LEADING AND/OR FOLLOWING	
a. Plan opportunities for each child to lead. --songs --dramatizations --games	Responsibility develops good followers as well as good leaders.
b. Plan opportunities for children to make choices.	

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Social and Emotional Development (Continued)

Skills and Activities	Tips and Resources
9. FINDING ONE'S OWN IDENTITY	
a. Identity of self: --Provide a full-length mirror. --Take pictures of the children in the class. Share these with the children.	See Social Studies unit: *Awareness of our Unique Characteristics*.
b. Identity of self in relation to others:	
--Choose stories that have characters and situations with which individual children can identify.	*David is Mad*, by Bill Martin, Jr. (Kinder Owl Series)
--Arrange to dramatize stories so that children may identify with characters where problems are solved.	
--Use pictures with situations that help children identify their feelings.	
--A long enough work period provides many opportunities for children to work on their individual needs through: 1. role playing 2. creative art 3. talking together	Some of your children may need help: --expressing their feelings. --understanding their sex roles.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Social and Emotional Development (Continued)

Skills and Activities	Tips and Resources
10. **ENJOYING SUCCESS**	
a. Help children set reasonable goals for the activities planned.	Be sensitive to what is happening to individuals in the group.
b. Individualize your own expectations in order to provide success for each child.	
c. Provide activities that are flexible enough to allow children to succeed at their level.	Judge the appropriateness of an activity in terms of the maturity and readiness of the individual child.
11. **BELONGING TO THE GROUP**	
a. Plan situations for those children who need help in entering any group.	Participation is usually indicative of belonging. It can be actual or vicarious.
12. **EXPRESSING ONE'S SELF FREELY AND CREATIVELY**	
a. See "Creative Expression."	Children can release pent-up emotions through color, form, rhythm, and action.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Development of Concepts and Vocabulary

Skills and Activities	Tips and Resources
1. **BUILDING A WORKING VOCABULARY**	
a. Identify objects in the school environment: --own classroom --office, library, etc.	Sometimes you have to show how these things work (toilet, faucets, etc.).
b. Identify animals, fruits, vegetables: --have a tasting party --cook in class --take field trips	Use the real thing. See Recipe Section. See Ready Steps, General Vocabulary, p. 99.
c. Identify and clarify the outdoors: --weather --trees, birds, insects	
d. Clarify roles of people: --family members --community helpers --school personnel	
2. **USING OPPOSITES**	
a. Plan ways in which children may have real experience with opposites, such as: in, out — easy, hard up, down — tall, short left, right — wide, narrow full, empty — big, little	

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Development of Concepts and Vocabulary (Continued)

Skills and Activities	Tips and Resources
2. a. **USING OPPOSITES** (Continued) heavy, light far, near high, low late, early large, small old, new --Form a circle with a rope. Have children go in and out of it.	
3. **USING COMPARISONS**	
a. Plan and use actual experiences which give children opportunities to make comparisons, such as: too large too small too far too many too much heavier than lighter than nearer than farther than as many as as much as a great deal more enough more less few many more than taller shorter even odd short long --Compare children to see who is taller and shorter than someone else.	See Math Section. Correlate with math program.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Development of Concepts and Vocabulary (Continued)

Skills and Activities	Tips and Resources
4. USING TERMS DENOTING RELATIONSHIP	
a. Give practice in grouping things that belong together through the use of objects and pictures to build relationships: cup, saucer — cow, calf knife, fork — ewe, lamb comb, brush — mare, colt needle, thimble — doe, fawn	See Ready Steps, Categorizing, p. 121.
b. Give practice in seeing and expressing relationships based on position or location using terms, such as: on, in — before, after over, under — up, down inside, outside — beside, behind --Blindfold one child. Another child rings a bell near the blindfolded child. Example: behind the child. The blindfolded child locates the sound.	See Ready Steps, Instructional Language, p. 9.
5. FOLLOWING A LEFT TO RIGHT PROGRESSION	
a. Write children's names in the upper left-hand corner of their pictures.	If children are writing their names, have them write it in the upper left-hand corner.

Development of Concepts and Vocabulary (Continued)

Skills and Activities	Tips and Resources
5. FOLLOWING A LEFT TO RIGHT PROGRESSION	
a. (Continued)	Talk about where you begin to write. If you use the chalkboard, use the whole chalkboard so you have to walk back to begin the next line.
b. Assemble a series of pictures from left to right so that they will tell a story.	
c. Arrange the children's drawings in sequence on the bulletin board to tell the story of a field trip.	
d. Sing a song, such as "Bingo." Choose five children. Each one holds a letter. As a child's letter is clapped, the child turns around.	Primary Project Guide has left to right progression activities.
e. Make a mural that tells a sequential story.	
f. Use your flannel board.	Make sure all your motions go from left to right as the children see it. --finger plays --action stories
g. Use the "See-quees" in the classroom.	Glue in your first "See-quees" picture so children begin in proper place.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Critical Thinking

Skills and Activities	Tips and Resources
1. RECOGNIZING AND NAMING A CONCRETE THING	
a. Have child identify specific things: --"Point to the chain" --"Bring me a crayon"	Visual Observation Skill. See Ready Steps, Listening Comprehension, p. 41.
b. Use pictures: --"Show me the star" --"Point to the tree"	
c. Use the flannel board.	Conceptual development begins with the concrete.
2. RECALLING THE NAME OF A CONCRETE THING WHEN SEEN	
a. Ask questions, such as: "What is this?" --Use real objects --Use pictures --Use flannel board --Use outdoors	Visual Memory Skill. See Ready Steps, Listening Comprehension, p. 41.
3. JUSTIFYING INFERENCES OF OTHERS	
a. Make an inference and ask a child to justify it.	See Ready Steps, Listening Comprehension, p. 41.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Critical Thinking (Continued)

Skills and Activities	Tips and Resources
3. JUSTIFYING INFERENCES OF OTHERS a. (Continued) --This is winter. How do you know? --I am angry. How do you know?	
4. MAKING THEIR OWN INFERENCES a. Use pictures from which children can make inferences. --Show a winter picture. Ask: "What does this picture tell you?" --Use a book with no words.	Accept the children's inferences as they state them. See Ready Steps, Listening Comprehension, p. 41.
5. JUSTIFYING THEIR OWN INFERENCES a. Ask questions to make children justify their own inferences.	

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Auditory Skills

The development of the skill of listening is of primary importance for learning. Children need to develop critical and intelligent listening habits. There are specific listening skills. Purposeful and functional activities develop these skills.

Skills and Activities	Tips and Resources
1. FOLLOWING INSTRUCTIONS AND DIRECTIONS	
a. Play games new to children.	See "Games" Section.
b. Follow simple recipes.	See "Recipes" Section.
c. Use opportunities to give individual children directions.	Directions increase in number and complexity as the child matures. See Ready Steps, Following Oral Directions, p. 25 Functional Reading Activity. Basic Study Skill.
2. REPEATING WHAT HAS BEEN SAID	
a. Use poems, stories, and songs with repetitive phrases.	Encourage children to join in. Ideas: --Gingerbread Boy --"Five Little Ducks Went Out to Play" See Primary Project Guide for more activities.
b. Let children deliver oral messages.	

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Auditory Skills (Continued)

Skills and Activities	Tips and Resources
3. IDENTIFYING, DESCRIBING, AND INTERPRETING SOUNDS	
a. Listen for specific sounds: --Classroom and school --Outdoors --Home --Community--store, zoo, etc.	Use sound records; instruments.
b. Listen for initial sounds; final sounds.	Use children's names; nursery rhymes.
c. Listen for rhyming words.	Use poems, stories; also, original work.
d. Listen for like and unlike sounds: --butterfly, flutterby; etc.	Use tape recorder. See *Primary Project Guide* for more activities.
4. FOLLOWING A SEQUENCE OF IDEAS	
a. Read or tell a story and have the children repeat the happenings in sequence.	Use "Three Billy Goats," "The Three Bears," etc.
b. Provide pictures of a story; you have the children arrange them in sequence.	Mount (cardboard, felt, magnets, etc.) pictures from books, magazines, etc. Basic Study Skill.
c. Have children dramatize a familiar story in sequence.	See *Ready Steps*, Sequencing, p. 59.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Auditory Skills (Continued)

Skills and Activities	Tips and Resources
5. **RESPONDING APPROPRIATELY IN CONVERSATION AND DISCUSSION**	
a. Use opportunities in which children must respond appropriately.	Teacher sets example! --Create situations if necessary. --Talk informally with individual children--really listen to them.
b. Plan with the children: --Parties --Field trips --Standards	Basic Study Skill.
6. **LISTENING FOR INFORMATION**	
a. Provide opportunities for listening to other people--children and adults.	Basic Study Skill.
b. Invite people to talk about their culture, work, and hobbies.	Parents, other children, and school personnel are good resources. Basic Study Skill.
7. **LISTENING FOR ENJOYMENT AND CREATIVE RESPONSE**	
a. Use records, stories, songs, and instruments.	
b. Provide opportunities for children to respond to music (through movement, art media, etc.).	

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Auditory Skills (Continued)

Skills and Activities	Tips and Resources
8. LEARNING NEW WORDS IN MEANINGFUL CONTEXT	
a. Provide first-hand experiences.	See Ready Steps, General Vocabulary, p. 99.
b. Plan for the introduction of new words.	
c. Develop vocabulary through books, pictures, and poems.	

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Oral Language Skills

The ability to communicate verbally is basic to social interaction. The kindergarten program should encourage children to increase their vocabulary and develop their language power. The use of language is an integral part of the entire kindergarten program. The kindergarten teacher creates an atmosphere which stimulates in the child a desire and a need to communicate.

Skills and Activities	Tips and Resources
1. EXPRESSING THEMSELVES CLEARLY	
a. Provide many opportunities for children to talk.	Take time to talk with the children in informal situations.
b. Recite poetry.	General tips: --Selections should provide help with difficult sounds. --Teachers should learn and know each finger play used. --The teacher is the example of good enunciation and clear speech. --Consult your school speech consultant.
c. Sing songs.	
d. Use finger plays.	See Primary Project Guide.
e. Use tape recorders.	
f. Play word games.	See "Games" Section.
g. Plan dramatizations that will give children practice in particular sounds.	Example: Wolf says, "Puff, puff, puff," when he blows the house down.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Oral Language Skills (Continued)

Skills and Activities	Tips and Resources
2. CONVERSING INFORMALLY	
a. Plan situations to encourage informal conversation, such as: --work periods --outdoor activities --snack time --parties	Provide accessories (such as: dress-up clothes, suitcases, etc.) to stimulate dramatic play. See Ready Steps, Oral Language Development, p. 75.
3. PARTICIPATING IN GROUP DISCUSSIONS AND PLANNING	
a. Arrange opportunities for children to share experiences: --telling about a trip, a pet, or a gift --telling about a birthday or a party	Teachers will determine the extent of participation by their acceptance and respect for each individual contribution. Basic Study Skill.
b. Plan activities with the children: --menus --appropriate clothing	The interest shown by the teacher and the questions asked will encourage more children to talk and to ask questions. Basic Study Skill.
4. USING SENTENCES	
a. Compose letters. --Thank you letters --Get well letters	Have children watch as letter is typed and dittoed (where appropriate). Basic Study Skill.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Oral Language Skills (Continued)

Skills and Activities	Tips and Resources
4. a. (Continued) --Invitations --Newsletters	
b. Tell stories.	The teacher will set the pattern for telling stories, but later individuals may wish to tell their favorite story to the group. Eventually some children may wish to make up a story to tell. Children should be allowed and encouraged to ask questions about pictures in the story or to add a point. Basic Study Skill.
5. USING WORDS TO CONVEY IDEAS AND ACTIONS	
a. Dramatize stories and experiences.	See *Ready Steps*, Oral Language Development, p. 75.
b. Provide for dramatic play.	
c. Work with synonyms and antonyms.	
d. Compare two versions of a familiar story.	
e. Plan to use terms such as those below so that they become meaningful to children.	Math Language Skills. Science Language Skills.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Oral Language Skills (Continued)

Skills and Activities

5. e. (Continued)

summer
spring
morning
noon
week
day
yesterday
now
soon
first
next
last
a long time ago
time to go home
days of the week
months of the year

winter
fall
afternoon
night
month
today
tomorrow
bedtime
dinner time
lunch time
breakfast time
in a little while

6. USING NEW VOCABULARY

a. Plan and arrange centers of interest to encourage children to talk and share.

--science items
--vocational tools
--"What Is It?" display
--good picture books
--touch box

Tips and Resources

Social Studies Language Skills.

Ready Steps, Listening Comprehension, p. 41.

Ready Steps, General Vocabulary, p. 99.

General tips:

--Guide the choice and use of effective words.
--Let the children talk about what they have heard to strengthem and extend understanding of unfamiliar words.
--The teacher's own choice of words and expressions will expand the children's use of words.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Oral Language Skills (Continued)

Skills and Activities	Tips and Resources
6. a. (Continued)	Basic Study Skill.
b. Plan and develop bulletin boards using children's ideas.	
c. Use audio-visual aids.	Find out what equipment is available and learn to use the various kinds. The equipment itself provides new words.
d. Play word games.	See "Games" Section.
e. Write a story as the children dictate.	See Dictating and Using Language Experience Stories and Charts.
f. Have flannel board figures available for children's use.	
g. Provide experiences using the five senses.	Talk about how things feel, smell, etc.
h. Use situations, stories, pictures, poems, and music to initiate discussions about emotions.	
7. SPEAKING WITH PLEASING TONE AND QUALITY	
a. Read selections that delineate changes in pitch, volume, and inflection (i.e.: Where the Wild Things Are).	General tips: --Whispering or talking very softly to children encourages them to lower their voices when they become too loud.

Oral Language Skills (Continued)

Skills and Activities	Tips and Resources
7. a. (Continued)	--The teacher's well-modulated voice sets the example for children.
b. Have the children role play using the voice to show mood of the character.	
c. Record children's voices.	Sometimes use tape recorder to record spontaneously.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Visual Skills

Skills and Activities	Tips and Resources
VISUAL DISCRIMINATION	
1. SIMILARITIES AND DIFFERENCES	
a. Have children match: --objects (seeds, leaves, blocks, beads, etc.) --pictures to pictures --pictures to objects --colors	Many of these activities may also be used for independent student work.
b. Have children sort: --crayons --playhouse clothes (purses, hats, shoes, etc.)	Arrange blocks on shelves in relation to size and shape.
--collections of objects put into like sets according to: 1. size 2. texture 3. shape 4. name cards which children sort to find their own names.	See Ready Steps, Categorizing, p. 21. Many of these activities may also be used for independent student work.
c. Have children do puzzles.	
d. Give the children three objects, pictures, or patterns and have them point out the one that is different, e.g.:	

Skills and Activities	Tips and Resources
VISUAL DISCRIMINATION (Continued)	
1. d. (Continued) --houses--one without a door --balloons--one without a string --mittens--one with a different design --shapes --letters --numbers, etc.	
2. OBSERVING DETAILS	
a. Place new pictures, books, or other objects about the room. Ask children to notice or find them.	See Ready Steps, Oral Language Development, p. 75, and General Vocabulary, p. 99.
b. Have the children name things that they can see in their classroom.	
c. Have children look at a picture and pick out specific details. Direct their observations with simple questions.	
d. Have children play games:	

Visual Skills (Continued)

Skills and Activities	Tips and Resources
VISUAL DISCRIMINATION (Continued)	
2. d. (Continued)	
--Rearrange objects while children's eyes are closed. Have children tell what was moved.	Use two or three objects to start these games and gradually increase the number of objects.
--Put five objects on a tray and have children identify them. Cover the objects and remove one or two. Have children identify the missing objects.	This is a visual memory activity, too. Use a bag instead of a tray but make sure the children see the objects first.
e. Use patterns:	
--Draw or cut and glue different shapes in a row on tag board. Give the same shapes to the child and have him/her place the shapes on the pattern.	The same shape (e.g., a triangle) may be placed in different positions.
--Use two clotheslines and several clothespins. Make two sets of paper shirts, pants, dresses, etc. Hang one set on one clothesline and have children duplicate the patterns and hang them on the other.	

Skills and Activities	Tips and Resources
VISUAL MEMORY	
1. SIMILARITIES AND DIFFERENCES	
a. Show the children a picture. Have the children find the same picture in a set of pictures later.	See Ready Steps, Oral Language Development, p. 75, and General Vocabulary, p. 99.
b. Show the children a picture that contains many objects (toys, food, clothing, etc.). Put the picture away and put on a tray many pictures of different objects or the actual objects. Ask the children to choose only those pictures or objects seen in the original picture.	See Ready Steps, Categorizing, p. 121, for visual memory activities. See Ready Steps, General Vocabulary, p. 99. Use a bag instead of a tray but make sure the children see the objects first.
c. Have a box with five or six items (ball, whistle, crayon, eraser, toy car, etc.). Have each child look in the box. Remove the box. Have each child name an item in the box.	Extend this activity by putting into the box objects that are related somehow to each other, such as: different kinds of vehicles. Ask children how they are the same. Extend the language by having each child tell something about the object that he/she saw in the box.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Visual Skills (Continued)

Skills and Activities	Tips and Resources
VISUAL MEMORY (Continued)	
1. **SIMILARITIES AND DIFFERENCES** (Continued) d. Play the game, "Concentration." --Have two identical sets of playing cards (start with ace through five and gradually build more cards into the game). Have cards face up so the child can identify the cards. Turn the cards over and have children take turns trying to select matching pairs of cards.	Variations of "Concentration" game: --color color --shape shape --letter letter --number number --picture picture --animal animal, etc. Use two or three objects to start these games and gradually increase the number of objects.

FOUNDATIONS FOR READING AND LANGUAGE ARTS

Visual Skills (Continued)

Skills and Activities	Tips and Resources
VISUAL MOTOR	
1. **SIMILARITIES AND DIFFERENCES**	
a. Use geoboards, parquetry boards, or peg boards. Using one of these boards, make a design. Have the child reproduce the design.	
b. Give the child a model and have him/her reproduce it using any of these materials:	
--Sawdust, finger paint, Q-tip painting, sand, salt, water and paint brush, crayons, clay, shaving cream, yarn, chalk and chalkboards.	This is a Primary Project activity. These materials are used to make letters.
c. Draw a simple design. Have the child reproduce the design using crayons or pencil.	This is a visual memory activity, too.
d. Show a simple design for 20 seconds (time can vary). Take it away and have the child reproduce it. The child uses crayons or pencil and paper.	This is a visual memory activity, too.

PRIMARY PROJECT

Introduction to Letters and Sounds

The Primary Project provides the opportunity for every child at the kindergarten level to interact with letters in a structured, sequential, and meaningful program. Letters are introduced according to sequence which separates letters that are easily confused either visually, auditorily, or by formation. As each letter is introduced, the children become familiar with the name of the letter, the sound that it makes, and how it is formed. There are many procedures implementing body movement, oral responses, visual stimulation, and tactile kinesthetic activities. Although many kindergarten students will master these skills, exposure and introduction (rather than mastery) are the expectations for the program at the kindergarten level.

Because Primary Project is a multisensory method of introducing individual letters of the alphabet and their speech sounds, its components include such activities as air writing, daily oral drill, blending, and dictation. The alphabet pictures (Key Picture Cards) and the continuous stroke alphabet must be displayed in all kindergarten classrooms. Procedures are found in the 1982 edition of the Primary Project Implementation Guide (7690-1532).

INTRODUCTION TO LETTERS AND SOUNDS

Suggested Time Frame for Kindergarten

September thru Halloween	November thru Thanksgiving	Thanksgiving thru December	January thru February	March thru April	May thru June
Readiness 1. Large motor activities 2. Fine motor activities	**Introduce:** 1. a* 2. b 3. s	REVIEW **Introduce:** 4. f 5. m 6. t 7. i*	REVIEW **Introduce:** 8. h 9. j 10. n 11. p 12. l	**Introduce:** 13. r 14. o* 15. g 16. d 17. c 18. k 19. w	**Introduce:** 20. v 21. u* 22. y 23. z 24. q 25. x 26. e*
*Short vowel sounds	**Activities:** 1. Air writing 2. Dictation 3. Blending	**Activities:** 1. Air writing 2. Dictation 3. Blending	**Activities:** 1. Air writing 2. Dictation 3. Blending	**Activities:** 1. Air writing 2. Dictation 3. Blending	**Activities:** 1. Air writing 2. Dictation 3. Blending
			Suggested Materials: Chalkboards	**Suggested Materials:** Chalkboards Magic Markers Crayons Pencils Newsprint	**Suggested Materials:** Chalkboards Magic Markers Crayons Pencils Newsprint Lined paper

COMPOSITION SKILLS

Experience Stories and Charts

Purpose:

1. To tie children's or a child's personal and enriching experiences to reading.
2. To use oral language in group planning prior to an enrichment experience and in retelling the experience for writing a chart.
3. To provide an opportunity for interaction and dialogue about the experience.
4. To help expand vocabulary.
5. To help develop left to right progression.
6. To provide experience in seeing written words and in seeing words become sentences.
7. To emphasize that reading is oral language written down.

Procedure:

1. The children participate in an interesting and significant experience.
2. Using questions, the teacher starts the children discussing the experience.
3. Using the language that each gives, the teacher starts writing the experience story. The teacher accepts the language of the child.
4. The teacher reads each line sweeping her hand under the line left to right.
5. At the finish of the chart or story, the teacher reads the whole chart.

Follow-up:

1. Children can draw or paint pictures of their experience. The teacher will write the child's description of his/her picture.
2. Pictures can be made into a class book.

Experience Stories and Charts (Continued)

Summary:

There are many kinds of experience stories and charts. Every day there is an opportunity to use this skill. Some suggestions are having a volunteer write individual stories, field trips, thank you notes for special visitors, special stories about the weather, classroom experiences and happenings, plans for the day, and charts for all areas of work--e.g., cooking recipes. (See Elementary Composition Handbook K-6.)

Literature

Reading of good literature is an essential part of the kindergarten curriculum and should be planned as a daily activity. Stories or poems may be chosen to relate to units of study, seasons, holidays, letters and sounds, or math concepts. Discussion or follow-up activities can focus on listening comprehension, vocabulary and oral language development, sequencing, and other reading readiness skill areas.

LITNY (Literature Through the Pony) is a service which circulates recent editions of classic literature not generally available in school media centers. The LITNY selections are listed.

LITNY SELECTIONS

1983 - 1984

1. The Adventures of Pinocchio, Carlo Collodi, Four Winds Press, New York, 1981. Translated and adapted by Marianna Mayer; illustrations by Gerald McDermott. (100th Anniversary Edition)

2. Aesop's Fables. Illustrated by Heidi Holder, The Viking Press, New York, 1981.

3. Aladdin and the Wonderful Lamp. Retold by Andrew Lang; illustrated by Errol Le Cain, The Viking Press, New York, 1981.

4. Andy and the Lion, James Daugherty, The Viking Press, New York, 1966.

5. Ashanti to Zulu, African Traditions, Margaret Musgrove. Pictures by Leo and Diane Dillon, The Dial Press, New York, 1976.

6. Beauty and the Beast. Retold by Marianna Mayer; illustrated by Mercer Mayer, Four Winds Press, New York, 1978.

7. Book of Nursery and Mother Goose Rhymes, Marguerite de Angeli, Doubleday and Company, Inc., Garden City, New York, 1954.

8. Blueberries for Sal, Robert McCloskey, The Viking Press, New York, 1948.

9. Caps for Sale. Told and illustrated by Esphyr Slobodkina, Addison-Wesley Publishing Company, Inc., Reading, Massachusetts, 1968.

10. East of the Sun and West of the Moon. Written and illustrated by Mercer Mayer, Four Winds Press, New York, 1980.

11. Everett Anderson's Nine Month Long, Lucille Clifton, Holt, Rinehart and Winston, New York, 1978. Illustrations by Ann Grifalconi.

12. Everett Anderson's Year, Lucille Clifton, Holt, Rinehart and Winston, New York, 1974. Illustrated by Ann Grifalconi.

LITNY SELECTIONS (Continued)

13. Frederick, Leo Lionni, Pantheon, New York, 1967.

14. Frog Went A-Courtin'. Retold by John Langstaff; pictures by Feodor Rojankovsky, Harcourt, Brace and World, Inc., New York, 1955.

15. The Girl Who Loved Wild Horses. Story and illustrations by Paul Goble, Bradbury Press, Scarsdale, New York, 1978.

16. Hansel and Gretel, The Brothers Grimm. Pictures by Susan Jeffers. The Dial Press, New York, 1980.

17. Hiawatha, Henry Wadsworth Longfellow. Pictures by Susan Jeffers, Dial Books for Young Readers, E. P. Dutton, Inc., New York, 1983.

18. Honey, I Love, Eloise Greenfield. Thomas Y. Crowell Company, New York, 1972. Pictures by Diane and Leo Dillon.

19. If I Found a Wistful Unicorn, Ann Ashford, Peachtree Publishers, Ltd., Atlanta, Georgia, 1978. Illustrated by Bill Drath.

20. Illustrated Poems for Children. Illustrated by Krystyna Stasiak. Rand McNally and Company, 1973.

21. Little Red Riding Hood, The Brothers Grimm. Retold and illustrated by Trina Schart Hyman, Holiday House, New York, 1983.

22. Make Way for Ducklings, Robert McCloskey, The Viking Press, New York, 1941. Awarded the CALDECOTT MEDAL.

23. Millions of Cats, Gag, Coward, McCann and Geoghegan, New York, 1956.

24. moja means one, Swahili Counting Book, Muriel Feelings, The Dial Press, New York, 1971. Pictures by Tom Feelings. CALDECOTT HONOR BOOK.

LITNY SELECTIONS (Continued)

25. The Nutcracker. Retold and illustrated by Rachel Isadora. Macmillan Publishing Co., Inc., New York, 1981.

26. The Nutcracker, Trina Schart Hyman.

27. Over in the Meadow, John Langstaff, Harcourt, Brace and World, Inc., New York, 1957. Pictures by Feodor Rojankovsky.

28. Ox-Cart Man, Donald Hall, The Viking Press, New York, 1979. Pictures by Barbara Cooney. Awarded the CALDECOTT MEDAL.

29. Peter and the Wolf (Adapted from the Musical Tale by Sergei Prokofiev). Illustrated by Erna Voigt. David R. Godine, Publisher, Boston.

30. Poems to be Read to the Very Young. Selected by Josette Frank; illustrated by Eloise Wilkin, Random House, New York, 1982.

31. The Red Balloon, Albert Lamorisse, Doubleday and Company, Inc., Garden City, New York, 1956.

32. Snow White and the Seven Dwarfs, A Tale from the Brothers Grimm. Translated by Randall Jarrell, Farrar, Straus and Giroux, New York, 1972. Pictures by Nancy Ekholm Burkert. CALDECOTT HONOR BOOK.

33. Stopping by Woods on a Snowy Evening. Illustrated by Susan Jeffers. E. P. Dutton, New York, 1978.

34. The Story About Ping, Marjorie Flack and Kurt Wiese, The Viking Press, New York, 1961.

35. Thumbelina (Hans Christian Andersen). Retold by Amy Ehrlich. The Dial Press, New York, 1979. Pictures by Susan Jeffers.

36. The Twelve Days of Christmas, Hilary Knight, Macmillan Publishing Co., New York, 1981.

37. Twelve Tales from Aesop. Retold and illustrated by Eric Carle. Philomel Books, New York, 1980.

LITNY SELECTIONS (Continued)

38. The Ugly Duckling (Hans Christian Andersen). Retold and illustrated by Lorinda Bryan Cauley, Harcourt Brace Jovanovich, New York and London, 1979.

39. The Velveteen Rabbit, Margery Williams, Illustrated by Michael Hague. Holt, Rinehart and Winston, New York, 1983.

40. The Very Hungry Caterpillar, Eric Carle, Philomel Books, New York, 1981.

41. William's Doll, Charlotte Zolotow, Harper and Row, Publishers, New York, 1972.

42. The Wreck of the Zephyr, written and illustrated by Chris Van Allsburg, Houghton Mifflin Company, Boston, 1983.

KINDERGARTEN CHILDREN'S CHOICES

Titles on this list are on the approved materials list for Prince George's County Public Schools. RA indicates books that should be read aloud.

Author	Title	Grades
Aliki	We Are Best Friends	K-3, RA
Andersen	The Princess and the Pea	K-3, RA
Asch	Happy Birthday Moon	K-3, RA
Balian	Mother's Mother's Day	K-3
Brown	Arthur Goes to Camp	K-3, RA
Brown	Arthur's Halloween	K-3, RA
Carlson	Spooky Night	K-3, RA
Devlin	Cranberry Halloween	K-3, RA
Dillon	The Teddy Bear Tree	K-3, RA
Douglass	Good as New	K-3, RA
Galdone	What's in Fox's Sack	K-3, RA
Goodall	Paddy Goes Traveling	K-3
Gundersheimer	Happy Winter	K-3, RA
Hoban	Ready . . . Set . . . Robot	K-3
Hurd	I Dance in my Red Pajamas	K-3
Kessler	Old Turtle's Baseball Stories	K-3
Levy	Something Queer at the Haunted School	K-3, RA
Lorenz	Big Gus and Little Gus	K-3, RA

KINDERGARTEN CHILDREN'S CHOICES (Continued)

Author	Title	Grades
Lorimer	The Biggest Bubble in the World	K-3, RA
McPhail	Great Cat	K-3
McPhail	Pig Pig Rides	K-3
Marshall	Fox in Love	K-3
Mathews	Cluck One	K-3
Parish	Mr. Adam's Mistake	K-3, RA
Pinkwater	Roger's Umbrella	K-3
Radin	A Winter Place	K-3
Rockwell	Big Bad Goat	K-3
Rylant	When I Was Young in the Mountains	K-3
Schatell	Farmer Goff and His Turkey Sam	K-3, RA
Schultz	101 Monster Jokes	K-3, RA
Schwartz	Bea and Mr. Jones	K-3, RA
Steig	Doctor DeSoto	K-3
Vaes	The Porcelain Pepper Pot	K-3, RA
Waber	Bernard	K-3, RA
Wildsmith	Bear's Adventure	K-3

CLASSICS TO BE READ

K - 3

1. Mother Goose--any title
2. Grimms Fairy Tales--any tale
3. John Henry, Ezra Jack Keats
4. The Octopus, Ogden Nash
5. To Think I Saw It on Mulberry Street, Dr. Seuss
6. Golden Goose Book
7. East of the Sun and West of the Moon, Thorne, Gudrun, Thomsen
8. "Evan's Corner," Gwendolyn Brooks
9. The Cock, the Mouse, and the Little Red Hen (English)
10. Tom Tit Tot (English)
11. The Little Engine That Could, Watty Piper
12. The Master Cat or Puss in Boots

SUGGESTED LIST OF BOOKS FOR KINDERGARTEN

(By Title)

Title	Author	Publisher
ABC Bunny	Gag, Wanda	Coward-McCann, Inc.
A Kiss is Round	Budney, Blossom	Lothrop, Lee and Shepard Co.
A Walk in the Forest	Ets, Marie H.	Viking Press, Inc.
And to Think I Saw It on Mulberry Street	Seuss, Dr.	Vanguard Press, Inc.
Angus and the Cat	Flack, Marjorie	Doubleday and Co., Inc.
Angus Lost	Flack, Marjorie	Doubleday and Co., Inc.
Angus and the Ducks	Flack, Marjorie	Doubleday and Co., Inc.
Animals in Winter	Bancroft, Henrietta	Crowell, Thomas Y., Co.
Animals of Farmer Jones	Gale, Leah	Golden Press, Inc.
Baby Elephant and the Secret Wishes	Joslin, Sesyle and Weisgard Leanord	Harcourt, Brace and World, Inc.
Bambi	Salten, Felix	Heath, D. C.
Bear Who Saw the Spring	Kushin, Karla	Harper and Row Publishers, Inc.
Big and Little Up and Down	Berkley, Ethel S.	Scott, N. R.
Big Book of Real Fire Engines	Zaffo, George	Grossett and Dunlap, Inc.
Big Book of Real Trains	Zaffo, George	Grossett and Dunlap, Inc.
Big Book of Real Trucks	Zaffo, George	Grossett and Dunlap, Inc.
Big Snow, The	Hader, Berta and Elmer	Macmillan Co.
Biggest Bear, The	Ward, Iynd	Houghton Mifflin Co.
Birthday Presents	Fern, Eugene	Farrar, Straus and Giroux, Inc.
Bits That Grow Big	Webber, Irma A.	Young Scott Books
Blueberries for Sal	McClosky, Robert	Viking Press, Inc.
Blueberry Pie Elf	Thayer, Jane	Morrow, William and Co.
Bruno Munari's ABC	Munari, Bruno	World Publishing Co.
Caps for Sale	Slobodkin, Louis	Macmillan Co.
Carrot Seed	Krauss, Ruth	Harper and Row Publishers, Inc.
Catch Cricket	Stevens, Carla	Young, Scott Books
Chanticleer and the Fox	Chaucer, Geoffrey	Crowell, Thomas Y., Co.

SUGGESTED LIST OF BOOKS FOR KINDERGARTEN (Continued)

(By Title)

Title	Author	Publisher
Chicken Little Count to Ten	Friskey, Margaret	Childrens Press, Inc.
Country Bunny and the Little Gold Shoes	Flack, Marjorie and Heyward, Dubose	Houghton Mifflin Co.
Country Noisy Book	Brown, M. W.	Harper and Row Publishers, Inc.
Crictor	Ungerer, Tomi	Harper and Row Publishers, Inc.
Curious George	Rey, Hams A.	Houghton Mifflin Co.
Curious George Gets a Medal	Rey, Hans A.	Houghton Mifflin Co.
Curious George Rides a Bike	Rey, Hans A.	Houghton Mifflin Co.
Cowboy Small	Lenski, Lois	Walck, Henry Z., Inc.
Daddies, What They Do All Day	Punor, Helen	Lothrop, Lee and Shepard Co.
Dinny and Danny	Slobodkin, Louis	Macmillan Co.
Do You Hear What I Hear?	Borten, Helen	Abelard-Schuman, Ltd.
Duchess Bakes a Cake	Kahl, Virginia	Scribner's Charles Sons
Egg Tree, The	Milhaus, Katherine	Scribner's Charles Sons
Everybody Eats	Green, Mary McBurney	Scott, W. R.
Everybody Has a House	Green, Mary McBurney	Scott, W. R.
Fast Is Not a Ladybug	Schlein, Miriam	Putnam's G. P. Sons
Five Little Firemen	Anglund, Joan W.	Golden Press, Inc.
Flicka, Ricka, and Dicka and the Girl Next Door	Lindman, Major	Whitman, Albert and Co.
Flip and the Morning	Dennis, Wesley	Viking Press, Inc.
Follow the Wind	Gresselt, Alvin	Lothrop, Lee and Shepard Co.
Frog Went a Courtin', A	Langstaff, John	Harcourt, Brace and World, Inc.
Georgie	Bright, Robert	Doubleday and Co., Inc.
Georgie's Halloween	Bright, Robert	Doubleday and Co., Inc.
Golden Bunny, The	Brown, M. W.	Golden Press, Inc.
Gone Is Gone	Gag, Wanda	Coward-McCann, Inc.
Goodnight Moon	Brown, M. W.	Harper and Row Publishers, Inc.
Grandpa	Borack, Barbara	Harper and Row Publishers, Inc.
Green Grass Grown All Around	Hoffman, Hilde	Macmillan Co.

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SUGGESTED LIST OF BOOKS FOR KINDERGARTEN (Continued)

(By Title)

Title	Author	Publisher
Happy Day, The	Krauss, Ruth	Harper and Row Publishers, Inc.
Harry, the Dirty Dog	Zion, Gene	Harper and Row Publishers, Inc.
Heavy Is a Hippopotamus	Schlein, Miriam	Scott, W. R.
Hi, Mr. Robin	Tresslet, Alvin	Lothrop, Lee and Shepard Co.
Horton Hatches the Egg	Seuss, Dr.	Random House, Inc.
If I Ran the Zoo	Seuss, Dr.	Random House, Inc.
If I Were a Mother	Mizumara, Kazue	Crowell, Thomas Y., Co.
I Like Winter	Lenski, Lois	Walck, Henry A., Inc.
Important Book, The	Brown, M. W.	Harper and Row Publishers, Inc.
Is It Hard? Is It Easy?	Green, Mary McBurney	Scott, W. R.
Johnny Mapleleaf	Tresslet, Alvin	Lothrop, Lee and Shepard Co.
Katy and the Big Snow	Burton, Virginia L.	Houghton Mifflin Co.
Katy No Pocket	Payne, Emmy	Houghton Mifflin Co.
Leopold, the See-Through Crumbpicker	Flora, James	Harcourt, Brace and World, Inc.
Let's Find Out about Animal Homes	Shapp, Charles and Martha	Watts, Franklin, Inc.
Let's Play House	Lenski, Lois	Walck, Henry Z., Inc.
Listening Walk, The	Showers, Paul	Crowell, Thomas Y., Co.
Little Airplane	Lenski, Lois	Walck, Henry Z., Inc.
Little Auto	Lenski, Lois	Walck, Henry Z., Inc.
Little Bear's Thanksgiving	Janice	Lothrop, Lee and Shepard Co.
Little Engine That Could	Piper, Watty (editor)	Platt and Munk Co.
Little Family	Lenski, Lois	Walck, Henry Z., Inc.
Little Farm	Lenski, Lois	Walck, Henry Z., Inc.
Little Fire Engine	Lenski, Lois	Walck, Henry Z., Inc.
Little House	Burton, Virginia	Houghton Mifflin Co.
Little Old Automobile	Ets, Marie	Viking Press, Inc.
Little Owl Indian	Beatty, Hetty B.	Houghton Mifflin Co.
Littlest Witch	Massey, Jeanne	Knopf, Alfred H., Inc.

SUGGESTED LIST OF BOOKS FOR KINDERGARTEN (Continued)

(By Title)

Title	Author	Publisher
Little Toot	Gramatky, Hardie	Hale, E. M., and Co., Inc.
Little Train, The	Lenski, Lois	Oxford University Press, Inc.
Lonely Doll, The	Wright, Dare	Doubleday and Co., Inc.
Madeline	Bemelnans, Ludwig	Viking Press, Inc.
Make Way for Ducklings	McCloskey, Robert	Viking Press, Inc.
Mickey's Magnet	Branley, Franklyn M.	Crowell, Thomas Y., and Co.
Mike Mulligan and His Steam Shovel	Burton, Virginia	Houghton Mifflin Co.
Mike's House	Sauer, Julia	Viking Press, Inc.
Millions of Cats	Gag, Wanda	Coward-McCann, Inc.
My Hands	Aliki, George	Crowell, Thomas Y., and Co.
Nicest Time of Year	Gay, Zhenyn	Viking Press, Inc.
No Roses for Harry	Zion, Gene	Harper and Row Publishers, Inc.
Old Woman and Her Pig	Galdone, Paul	McGraw-Hill Book Co.
One Is the Engine	Meeks, Esther K.	Follett Publishing Co.
One Mitten Lewis	Ray, Helen	Lothrop, Lee and Shepard Co.
One Monday Morning	Shulevitz, Uri	Scribner's Charles Sons
One Morning in Maine	McCloskey, Robert	Viking Press, Inc.
One Step, Two	Zolotow, Charlotte	Lothrop, Lee and Shepard Co.
Over in the Meadow	Langstaff, John and Rojankovsky, F.	Harcourt, Brace and World, Inc.
Papa Small	Lenski, Lois	Walck, Henry Z., Inc.
Pelle's New Suit	Beskow, Elsa	Harper and Row Publishers, Inc.
Pet Tale	Carol, Ruth and Latrobe	Walck, Henry Z., Inc.
Ping, Story of	Flack, Marjorie	Viking Press, Inc.
Play with Me	Ets, Marie	Viking Press, Inc.
Pokey Little Puppy	Lowrey, Janette	Simon and Schuster, Inc.
Policeman Small	Lenski, Lois	Walck, Henry Z., Inc.
Puppy Who Wanted a Boy, The	Thayer, Jane	Morrow, William and Co.
Rain Drop Splash	Tresselt, Alvin	Lothrop, Lee and Shepard Co.

SUGGESTED LIST OF BOOKS FOR KINDERGARTEN (Continued)

(By Title)

Title	Author	Publisher
Red Light, Green Light	MacDonald, George	Doubleday and Co., Inc.
Restless Robin	Flack, Marjorie	Houghton Mifflin Co.
Saggy Baggy Elephant	Jackson, Kathryn and Byron	Simon and Schuster, Inc.
Seeds Are Wonderful	Foster, Willene and Everel, P.	Melmont Co.
Sh-h Bang (A Whispering Book)	Brown, M. W.	Harper and Row Publishers, Inc.
Shapes	Schlein, Miriam	Scott, W. R.
Six Foolish Fishermen	Elkin, Benjamin	Childrens Press, Inc.
Sleepy Watchdog, The	Bolognese, Dow and Elaine	Lothrop, Lee and Shepard Co.
Snipp Snapp Snurr	Lindman, Major	Whitman, Albert and Co.
Snowy Day, The	Keats, Ezra Jack	Viking Press, Inc.
Space Alphabet	Zacks	Prentice-Hall, Inc.
Spring Is Here	Lenski, Lois	Walck, Henry Z., Inc.
Story of Ferdinand, The	Leaf, Monroe	Viking Press, Inc.
Summer Noisy Book	Brown, M. W.	Harper and Row Publishers, Inc.
Tale of Peter Rabbit	Potter, Beatrix	Warne, Frederick and Co., Inc.
Ten Black Dots	Crews, Donald	Scribner's Charles Sons
Three Billy Goats Gruff	Stubbs, William	McGraw-Hill Book Co.
Tim Tadpole and the Great Bullfrog	Flack, Marjorie	Doubleday and Co., Inc.
Timothy Turtle	Davis, Alice V.	Harcourt, Brace and World, Inc.
Tooters, Tweeters, Strings, Beaters	Richardson	Grossett and Dunlap, Inc.
Tree Is Nice, A	Udry, Janice M.	Harper and Row Publishers, Inc.
Two Is a Team	Beim, Lorraine and Jerrold	Harcourt, Brace and World, Inc.
Two Little Trains	Brown, M. W.	Scott, W. R.
Upside Down Day	Scheer, Julian	Holiday House, Inc.
Wait for William	Flack, Marjorie	Doubleday and Co., Inc.
Wake Up Farm	Tresselt, Alvin	Lothrop, Lee and Shepard Co.
Wake Up City	Tresselt, Alvin	Lothrop, Lee and Shepard Co.

SUGGESTED LIST OF BOOKS FOR KINDERGARTEN (Continued)

(By Title)

Title	Author	Publisher
What Can You Do With a Shoe	De Regniers, Beatrice S.	Harper and Row Publishers, Inc.
When Spring Comes	Fox, Charles	Reilly and Lee Co.
Where Does Everyone Go?	Fisher, Aileen	Crowell, Thomas Y., Co.
Where Does the Butterfly Go When It Rains?	Carelock, Mary	Scott, W. R.
Where the Wild Things Are	Sendak, Maurice	Harper and Row Publishers, Inc.
White Snow, Bright Snow	Tresselt, Alvin	Lothrop, Lee and Shepard Co.
While Susie Sleeps	Schneider, Nina	Scott, W. R.
Whistle for Willie	Keats, Ezra Jack	Viking Press, Inc.
Who Goes There in My Garden	Collier, Ethel	Scott, W. R.
Will I Have a Friend	Gohen, M.	Macmillan Co.
Wonderful Egg, The	Ipcar, Dahlov	Doubleday and Co., Inc.
Wonderful Egge, The	Schloat, Warren G.	Scribner's Charles Sons
SERIES:		
Early Childhood Series	(26 Books)	Bowmar Publishing Co.
Kinder Owl Books	(20 Books)	Holt, Rinehart and Winston, Inc.
Little Owl Books	(40 Books)	Holt, Rinehart and Winston, Inc.
Let's Find Out	(21 Books)	Watts, Franklin, Inc.
True Books, The	(46 Books)	Childrens Press, Inc.

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ANTHOLOGIES

(Stories)

Title	Author	Publisher
Anthology of Children's Literature	Johnson, Scott, and Sukels	Houghton Mifflin Co.
Arbuthnot Anthology, The	Arbuthnot, Compiler	Scott, Foresman and Co.
Fireside Stories	Hutchinson, Compiler	Putnam's C. P., Sons
Holiday Story Book, The	Child Study Association of America	Crowell, Thomas Y., Co.
Illustrated Treasury of Children's Literature, The	Martignoni, Margaret	Grossett and Dunlap, Inc.
Just So Stories	Kipling, Rudyard	
Story and Verse for Children	Huber, Editor	Macmillan Co.
Time for Fairy Tales, Old and New	Arbuthnot, Compiler	Scott, Foresman and Co.
Told Under the Christmas Tree	Association for Childhood	Macmillan Co.
Told Under the Green Umbrella	Education International	Macmillan Co.
Told Under the Magic Umbrella	Education International	Macmillan Co.

ANTHOLOGIES

(Poems)

Title	Author	Publisher
A Pecketful of Rhymes	Allen	Harper and Row Publishers, Inc.
A Small Child's Book of Verse	Doane, Pelagi (Compilers)	Walck, Henry Z., Inc.
All Around the Town	McGinley, Phyliss	Lippincott, J. B. and Co.
Bridled with Rainbows	Brewton (Selectors)	Macmillan Co.
Everything and Anything	Aldis and Minton	Walck, Henry Z., Inc.
Favorite Poems Old and New	Ferris (Editor)	Doubleday and Co., Inc.
First Book of Poetry, The	Peterson (Editor)	Watts, Franklin, Inc.
For a Child	McFarland, W. (Editor)	Westminister Press
Golden Book of Poetry, The		Golden Press, Inc.
Golden Flute, The	Hubbard and Babbit (Selectors)	Day, John Co.
I Went to the Animal Fair	Cole (Editor)	Harcourt, Brace and World, Inc.
Let's Enjoy Poetry	Hughes (Compiler)	Houghton Mifflin Co.
Let's Read Together Poems	Brown and Heltman	Harper and Row Publishers, Inc.
Mother Goose	Wildsmith, B. (Editor)	Watts, Franklin, Inc.
Now We Are Six	Milne, A.	Dutton, E. P, and Co., Inc.
One Thousand Poems for Children	Sechrist, Elizabeth (Editor)	Macrae Smith Co.
Picture Book of Poems	Gay	Grossett and Dunlap, Inc.
Poems for the Very Young Child	Knippel and Ellsworth	Whitman, Albert and Co.
Real Mother Goose		Rand McNally and Co.
Rooster Crows, The (American Rhymes and Jingles)	Peterslam	Macmillan Co.
Silver Pennies	Thompson (Compiler)	Macmillan Co.
Time for Poetry	Arbuthnot	Scott, Foresman and Co.
Tirra Lirra	Richards	Little, Brown and Co.
Under the Tent of the Sky	Brewerton (Selector)	Macmillan Co.
Under the Tree	Roberts	Viking Press, Inc.
When We Were Very Young	Milne, A.	Lippincott, J. B. and Co.

BOOKS FOR SPECIAL DAYS

Title	Author	Publisher
HALLOWEEN		
Craziest Halloween, The	Von Hippel	Coward-McCann, Inc.
Danny Luck	Davis	Doubleday and Co., Inc.
Georgie	Bright	Doubleday and Co., Inc.
Georgie's Halloween	Bright	Doubleday and Co., Inc.
I Like Fall	Lenski	Oxford University Press, Inc.
Jenny's Moonlight Adventure	Averill	Harper and Row Publishers, Inc.
Littlest Witch	Massey	Knopf, Alfred A., Inc.
Millicent's Ghost	Lexan	Kial, Press, Inc.
Mouskin's Golden House	Miller	Prentice-Hall, Inc.
Tell Me, Mrs. Owl	Foster	Lothrop, Lee and Shepard Co.
THANKSGIVING		
Autumn Harvest	Tresselt	Lothrop, Lee and Shepard Co.
Little Farm	Lenski	Walck, Henry Z., Inc.
Thanksgiving Story	Dagliesh	
Young Man Who Couldn't Hoe Corn	Von Schmidt	Scribner's Charles Sons
CHRISTMAS		
Babar and Father Christmas	Brunhoff	Random House, Inc.
Big Christmas, The	Crampton	Simon and Schuster, Inc.
Birds Christmas	Brock	Knopf, Alfred A., Inc.
Brownies--It's Christmas	Adshead	Oxford University Press, Inc.
Charlie from Yonder	Payne	Hastings House Publishers, Inc.
Christmas Bunny	Kipkind	Harcourt, Brace and World, Inc.

BOOKS FOR SPECIAL DAYS (Continued)

Title	Author	Publisher
CHRISTMAS (Continued)		
Christmas in the Barn	Brown	Crowell, Thomas Y., Co.
Christmas in the Stable	Kindgren	Coward-McCann, Inc.
Christmas Is a Time of Giving	Anglund	Harcourt, Brace and World, Inc.
Christmas Manger	McCandless	Scribner's Charles Sons
Christmas Story	Chalmers	Harper and Row Publishers, Inc.
Christmas Tree Forest	Alden	Bobbs-Merrill Co., Inc.
Christmas Whale	Duvoisin	Knopf, Alfred A., Inc.
Doll's Christmas	Tudor	Oxford University Press, Inc.
First Christmas	Trent	Harper and Row Publishers, Inc.
Friendly Beasts	Baker	Parnassus Press
How the Grinch Stole Christmas	Seuss	Random House, Inc.
I Like Winter	Lenski	Oxford University Press, Inc.
Little Bear's Christmas	Brustlein	Lothrop, Lee and Shepard Co.
Little Engine That Could	Brown	Crowell, Thomas Y., Co.
Mousekins Christmas	Miller	Prentice Hall, Inc.
Nicholas, The Boy Who Wanted to be Santa Claus	Crimmins	Lippincott, J. B. and Co.
Night Before Christmas	Weisgard	Grossett and Dunlap, Inc.
Nine Days to Christmas	Ets	Viking Press, Inc.
Noel for Jeanne Marie	Seignobosc	Scribner's Charles Sons
On Christmas Day in the Morning	Langstaff	Harcourt, Brace and World, Inc.
On Christmas Eve	Brown	Young Scott Books
One Thousand Christmas Beards	Duvoisin	Knopf, Alfred A., Inc.
Paddy's Christmas	Monsell	Knopf, Alfred A., Inc.
Petunia's Christmas	Duvoisin	Knopf, Alfred A., Inc.
Plum Pudding for Christmas	Kahl	Scribner's Charles Sons
Pussy Cat's Christmas	Brown	Crowell, Thomas Y., Co.
Snow for Christmas	Bowen	McKay, David Co., Inc.

BOOKS FOR SPECIAL DAYS (Continued)

Title	Author	Publisher
CHRISTMAS (Continued)		
Something for Christmas	Brown	Harper and Row Publishers, Inc.
Where's Prancer	Hoff	Harper and Row Publishers, Inc.
Why The Chimes Rang	Alden	Bobb-Merrill Co., Inc.
EASTER		
ABC Bunny	Gag	Hale, E. M. and Co., Inc.
Agnus and the Ducks	Flack	Doubleday and Co., Inc.
Bunny Finds a Home	Moncure	Orion Press
Bunny Who Found Easter	Zoletow	Parnassers Press
Country Bunny and the Little Gold Shoes	Flack and Heyward	Houghton Mifflin Co.
Easter Bunny Overslept	Friedrick	Lothrop, Lee and Shepard Co.
Easter Treat	Duvoisin	Knopf, Alfred A., Inc.
Egg Tree, The	Milhous	Scribner's Charles Sons
Golden Bunny, The	Brown	Golden Press, Inc.
Golden Egg Book, The	Brown	Golden Press, Inc.
Juanita	Politi	Scribner's Charles Sons
Happy Easter	Wiese	Hale, E. M. and Co., Inc.
Look Inside Easter Egg, The	Bianco	Walck, Henry Z., Inc.
Miss Flora McFlimsey's Easter Bonnet	Foster	Lothrop, Lee and Shepard Co.
Mystery of the Gate Sign	Friskey	Childrens Press, Inc.
Piccolina and the Easter Bells	Priolo	Atlantic Monthly Press
Rabbit Garden	Tufts	Lothrop, Lee and Shepard Co.
Spring Is Here	Lenski	Walck, Henry Z., Inc.
Tekla's Easter	Budd	Rand McNally and Co.

BOOKS FOR SPECIAL DAYS (Continued)

Title	Author	Publisher
EASTER (Continued)		
Whiskers of Ho Ho	Littlefield	Lothrop, Lee and Shepard Co.
World of the Candy Egg, The	Tresselt	Lothrop, Lee and Shepard Co.
JEWISH HOLIDAYS		
A Treasury of Jewish Holidays	Goldin	Twayne Publishers
Holidays Around the World	Gaer	Little, Brown and Co.
ST. PATRICK'S DAY		
Little Bear Marches In The St. Patrick's Day Parade	Brustlein	Lothrop, Lee and Shepard Co.
BIRTHDAY		
A Birthday for Frances	Hoban	Harper and Row Publishers, Inc.
Ask Mr. Bear	Flack	Macmillan Co.
Birthday Presents	Fern	Farrar, Straus and Girouz, Inc.
Snipp, Snapp, and Snurr and the Red Shoes	Lindman	Whitman Publishers
VALENTINE		
Miss Flora McFlimsey's Valentine	Fisher	Lothrop, Lee and Shepard Co.
Valentine Party	Bianco	Lippincott, J. B. and Co.

MOVING INTO WRITING

Early handwriting activities are related to whole body movement, rhythm, and awareness of space and direction. Kindergarten children move into handwriting step by step.

I. SCRIBBLING is a first stage in the handwriting process. Scribbling develops fluid coordination of large arm muscles, begins to establish controlled arm movement in a specific space, and assists eye, arm, and hand (visual motor) coordination. Music helps the flow of movement in these scribbling activities:

A. Moving in an undefined area

1. Using a plastic ribbon or a strip of cloth, children freely swing arms in a scribbling motion, up, down, around, and across, following the teacher's demonstration.
2. With arms extended, index and middle fingers together and pointed, children freely scribble in the air following the teacher or a peer leader. Emphasis is on arm rather than finger movement. This is preparation for later air writing of letters.

B. Moving in a loosely defined area

1. With fingers dipped in water, children scribble on a smooth outside wall or a large chalkboard space.
2. Children scribble in sand using entire hand with emphasis on arm movement.
3. Children scribble in a large sand box grasping a stick and moving from the arm.
4. A paintbrush, dipped in water and guided by the child's arm, scribbles freely on the chalkboard.

I. SCRIBBLING (Continued)

C. Moving in a large defined area

1. As area becomes more defined, the teacher strongly encourages continued fluid arm control.
2. Children scribble on a table up, down, around, and across in shaving cream or finger paint; and the teacher emphasizes arm movement.
3. With their fingers children scribble on large blocks of tactile materials, such as: velvet or wool carpet attached to frames, easels, or chalkboards. Materials should not be too coarse.
4. Children paint on easels with water or paint using brush and fingers as arm extensions.
5. Children use big chalk or large crayons on oversized newsprint to scribble back and forth, up and down, or around and around.

D. Moving in a reduced size area

1. Previous activities are suitable with adjustments for reducing size of the available scribbling space. For example:
    a. Children scribble in finger paint or shaving cream on their desk tops. This activity is reduced more when the desk top is replaced by craft paper.
    b. Children scribble in crayon on old telephone book paper up and across. The structure of the page supports skill with this activity.

II. TRACING patterns and shapes moves even closer to handwriting.

A. Beginning tracing follows the formations of existing patterns. The starting point for tracing must be indicated. Teachers must always be aware of left to right flow in all horizontal activities.

MOVING INTO WRITING (Continued)

II. TRACING (Continued)

A. (Continued)

1. Rubbing is a controlled, rhythmic activity where the hand moves in one direction and returns to the starting point. The children find the hidden pattern first tactually and later visually as they color.

   a. Any sort of raised pattern may be used on a flat surface, e.g.: embossed table cloth, license plate, cardboard patterns, or leaves and flowers secured within a folded paper.
   b. Place paper over the raised pattern.
   c. The teacher guides the children to stroke with a flat hand to feel the hidden pattern, stroking rhythmically and in one direction ("Push, push, push . . .").
   d. Then, children stroke with a crayon held on its side; and the pattern will appear on the paper.

2. Tracing connected formation patterns facilitates fluid arm movement and controls and, therefore, always precedes tracing of disconnected formations in initial handwriting readiness activities.
3. Children "trace" by walking, crawling, skipping, running, or hopping on large patterns which can be taped on the floor or marked in chalk where appropriate.
4. Finger tracing, with attention to retaining fluid arm movement, can use chalkboards, shaving cream patterns, patterns made on the classified section of the newspaper, etc. Initial patterns should be large. Size reduces gradually as children demonstrate fluid arm control and control of space and direction.

   a. Patterns can include:

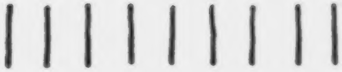
      horizontal lines

II. TRACING (Continued)

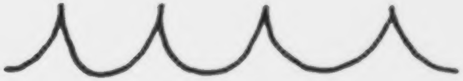
A. (Continued)

4. a. (Continued)

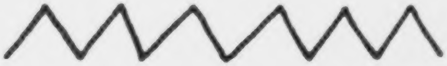
vertical lines



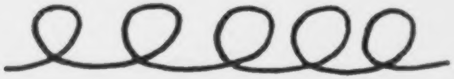
waves



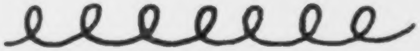
points



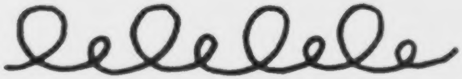
large loops



small loops



combinations



b. Children finger trace large multisensory geometric patterns of sand, glitter, beans, or yarn on craft or cardboard paper.

c. Children use a marker to trace forms on fabric taped to the wall.

d. Children use large chalk to trace forms on chalkboard.

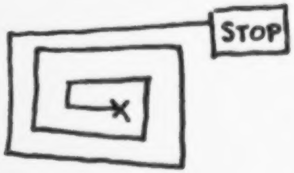
e. Children trace reduced forms on acetate products. They trace on screens with newsprint and large crayon.

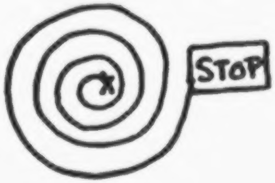
MOVING INTO WRITING (Continued)

II. TRACING (Continued)

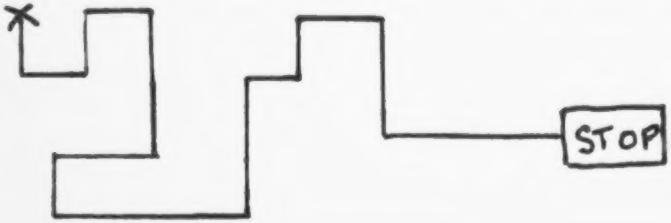
A. (Continued)

4. f. Children trace a simple maze with their finger.





g. Children trace mazes with chalk or crayon.



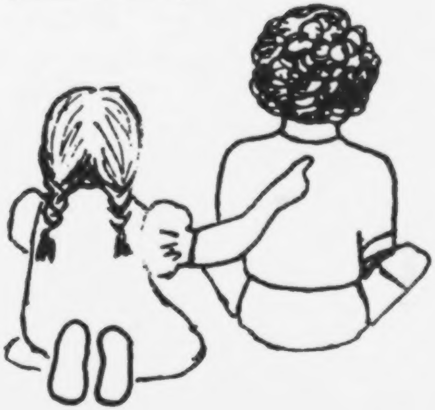
5. Tracing disconnected formations:

   a. Children trace around large three-dimensional geometric formations: circles, triangles, and squares. They trace around combinations of those forms.
   b. They trace around pictures they will color.
   c. They trace separate multisensory letters in shaving cream, finger paint, and on textured cloth.
   d. Children trace forms on each other's backs or on the palm of each other's hands for their partners to guess what they made.

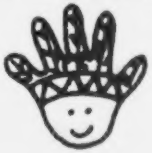
II. **TRACING** (Continued)

A. (Continued)

5. d. (Continued)



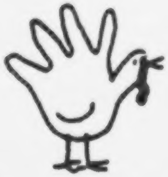
6. Tracing the nondominant hand requires the child to use two hands and to cross the body's midline which will be needed when learning to write.
    a. The child places the nondominant hand on the paper with fingers spread.
    b. The child traces slowly around the edges of the hand and fingers and then closes at the bottom. For example:
        1. The Indian boy who . . .



II. TRACING (Continued)

A. (Continued)

6. b. 2. got the Thanksgiving turkey!



III. COPYING follows scribbling and tracing in moving toward handwriting readiness. Readiness for copying helps children to know when formations are the same or different. Successful copying depends on growth in eye-hand coordination. Copying begins with manipulation.

A. In a collection of several toys (cars, animals, rings, etc.), the teacher asks children to find the ones that are the same; or find the one that is different from the others.

B. With several different shapes the teacher asks children to match the two shapes that are the same in size, color, or form (encourages attention to detail).

C. Children string beads of different colors and sizes according to a model.

D. Children trace, cut out shapes, and paste them. They color to directions, e.g.: all triangles red, all circles blue, etc.

E. Make a pattern on a desk pegboard, card holder, chalkboard, or overhead. Children look and duplicate the pattern.

F. Show pictures of objects to the children and ask them to find the ones that are alike.

G. Children look at a large pattern of colored squares, curves, lines, circles, and triangles. They manipulate their own colored forms to duplicate the large pattern. The game begins with two forms and adds more as the skills increase.

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MOVING INTO WRITING (Continued)

III. COPYING (Continued)

H. Children have dittoed pattern pages. The teacher displays a pattern card for each line. Some forms on the teacher's card are colored. Children copy each card and color with crayon to match the teacher's model.

I. The teacher shows a card of different formations. Children draw what they see. Then, they can copy color in crayon.

J. Children copy various formations in:

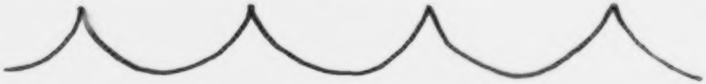
1. shaving cream
2. finger paint
3. sand
4. water in a pan
5. on chalkboards

K. Children make a shape in the air.

L. In a box of many buttons, children select buttons that are the same, blue, large, small, glass, etc.

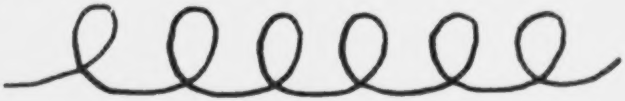
M. Children trace and then copy disconnected formations:

Model



Copy Space

Model



Copy Space

MOVING INTO WRITING (Continued)

III. COPYING (Continued)

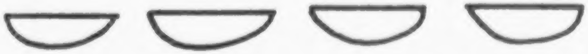
M. (Continued)

1. The teacher models at the chalkboard as the children copy.
2. Rhythmic pictures reinforce left to right flow, sequencing, rhythm, and orientation. These may be introduced by working at the chalkboard with chalk, or a paintbrush and water, or at tables with shaving cream, or on large newsprint, or on the classified section of the newspaper.

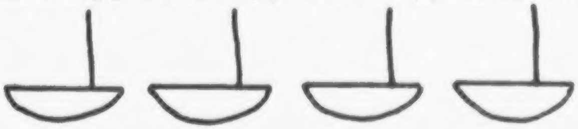
Teacher models at the chalkboard; children copy and sing.

"Row, row, row your boat . . ."

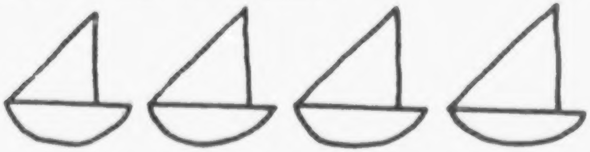
"Gently down the stream . . ."



"Merrily, merrily, merrily, merrily . . ."



"Life is but a dream."

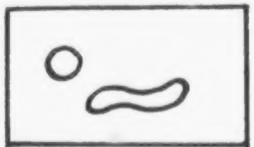


("There! Now, we don't have to row!")

MOVING INTO WRITING (Continued)

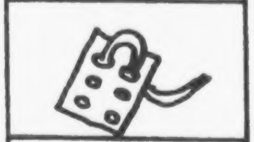
IV. ACTIVITIES to develop large and small muscle coordination for handwriting.

A. Clay and playdough--squeeze it, roll it, pinch it, cut it, mold it.



B. Water play--pouring and carrying containers of water.

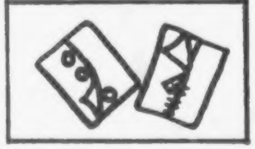
C. Lacing--sewing cards.



D. Sand play--wet or dry digging and molding.

E. Clipping clothespins--onto a clothesline, box, or plastic lid.

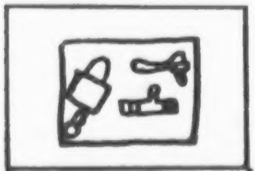
F. Activity boards--buttoning, zipping, lacing, snapping, tying.



MOVING INTO WRITING (Continued)

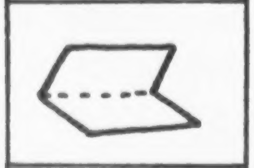
IV. ACTIVITIES (Continued)

G. Hardware boards--locks, hooks, fasteners of all types.



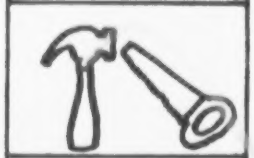
H. Cutting--lightweight paper first.

I. Paper folding--simple and slow at first.

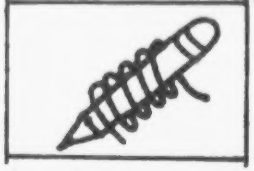


J. Throwing and catching--balls, stuffed toys, balloons, yarn balls, bean bags.

K. Woodworking--supervised closely, of course.

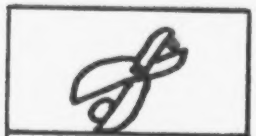


L. Pipe cleaners--wrap around a pencil or use in craft projects.



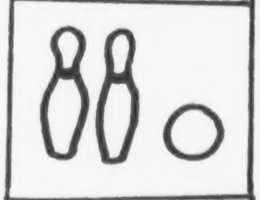
IV. ACTIVITIES (Continued)

M. Hole punching.



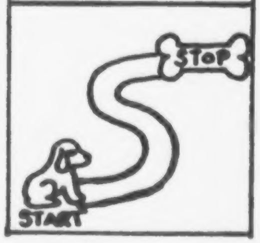
N. Pasting and gluing--paper, beans, macaroni, styrofoam, wood, straws, sand, pebbles, etc.

O. Games--Simon Says, Twister, Bowling, Bean Bag Games.



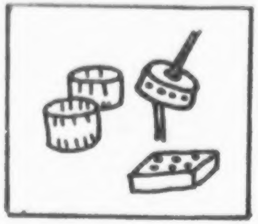
P. Hap Palmer records--Getting to Know Myself; Learning Basic Skills Through Music, Volumes 1-4; Easy Does It.

Q. Mazes and following paths--with finger, crayons, toy cars, etc.



IV. ACTIVITIES (Continued)

R. Manipulative toys--pegboards, Legos, Crystal Climbers, Lincoln Logs, Tinker Toys, blocks, etc.



HANDWRITING GUIDE, K-8 (PGIN 1577)

Kindergarten Reference Chart

PAPER Size: Guide pages:	 Unlined, 4", 2" 1, 6, 103	DEVELOPMENTAL SKILL Guide page(s): Guide page(s): Guide page(s):	 Left to right sequence 1. Likenesses and differences in sounds and letters 1. Motor learning process 1
PENCIL Size: Guide pages: PGIN Numbers:	 Large Primary or Pencil Grip 5, 6 7510 - 0056 (DZ.) Large Primary Pencils		
READINESS Sequence-- Guide pages: Activities-- Guide pages:	 6, 19 20-28	EMPHASIS	 Letter formation
EVALUATION Teacher-- Guide pages: Student-- Guide pages:	 11 11		

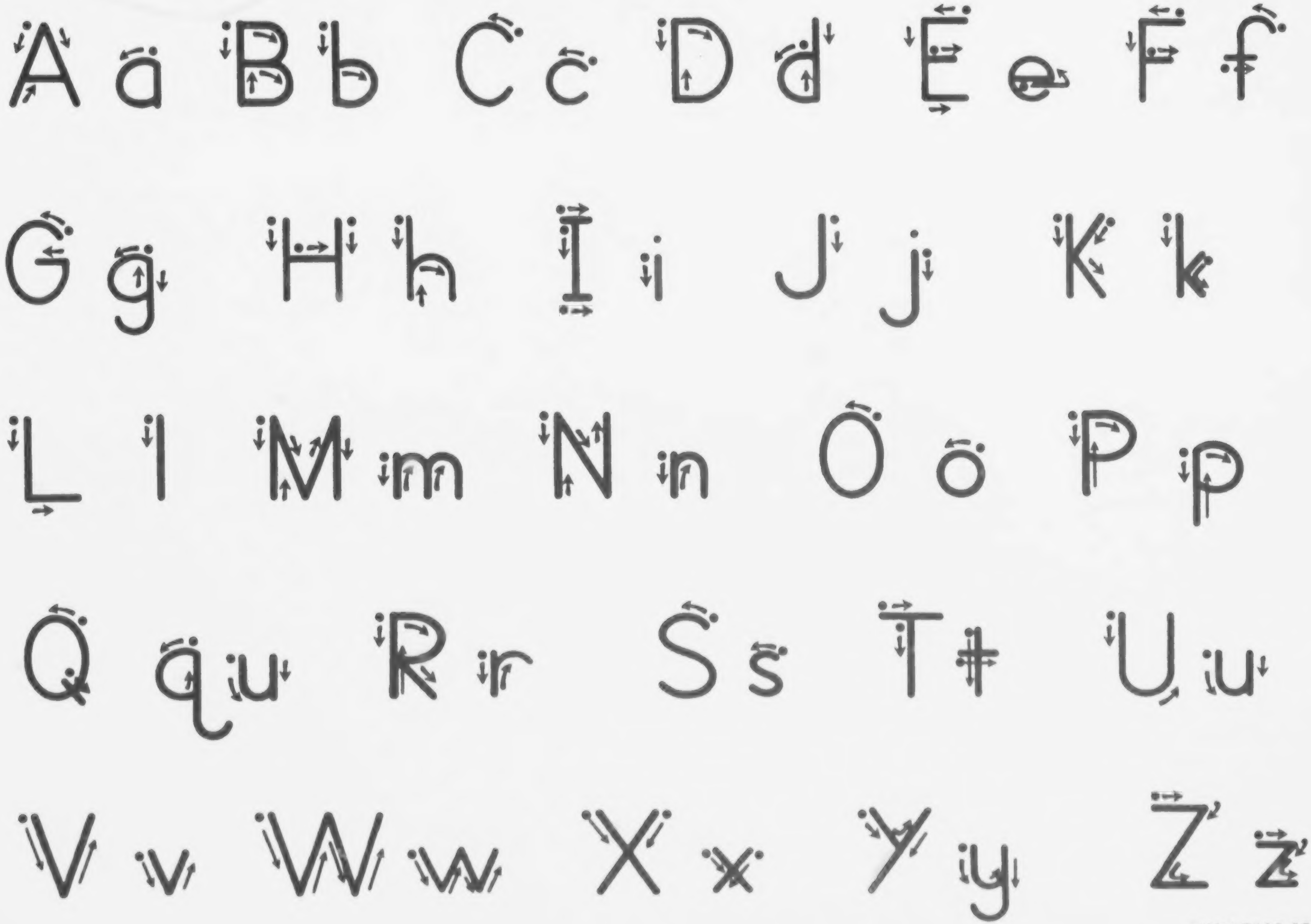
DIRECTED HANDWRITING

Kindergarten children will be exposed to handwriting early in the school year in relation to their names, daily plans, and labels around the room. Directed handwriting of continuous stroke manuscript letters begins in November using the time frame, sequence of introduction, and the techniques specified in the Primary Project Implementation Guide (7690-1532).

Materials to be used include:

1. Slates for each child
2. Felt-tipped markers
3. Crayons
4. Primary pencils
5. Tracking papers
6. Trace/copy/copy papers
7. Unlined newsprint
8. Lined handwriting paper with stick-man reference

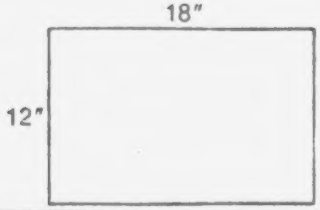
For directed handwriting the suggested method of talking through the information of each letter using the stick man for reference is found in the Primary Project Implementation Guide.


Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp
Q qu Rr Ss Tt Uu
Vv Ww Xx Yy Zz

DIRECTED HANDWRITING (Continued)

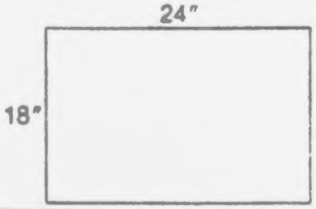
7530-0111
A. Paper, Newsprint, plain, 12" x 18" (5 reams per carton).

USE: K-6, all year.



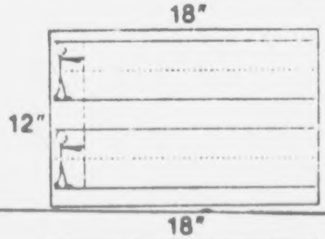
7530-0114
A1. Paper, Newsprint, plain, 18" x 24" (4 reams per carton).

USE: K-6, all year.



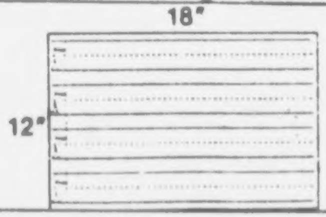
7530-0119
B. Paper, Newsprint, 12" x 18" ruled long way, 4" space with dotted midline, 2" descender space (5 reams per carton). Printed on both sides.

USE: Kindergarten all year--when first writing manuscript on paper.



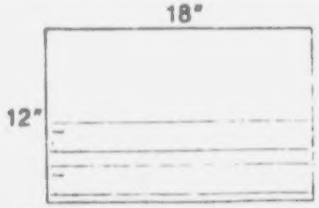
7530-0120
C. Paper, Newsprint, 12" x 18" ruled long way, 2" space with dotted midline, 1" descender space (5 reams per carton). Printed on both sides.

USE: Kindergarten--2nd semester manuscript.
First Grade--1st semester manuscript.



7530-0121
D. Paper, Newsprint, Story Paper, 12" x 18" ruled long way, 2" space with dotted midline, 1" descender space (5 reams per carton). Printed half of front; full page on back.

USE: Kindergarten--2nd semester manuscript.
First Grade--1st semester manuscript.



SCHOOL LIBRARY MEDIA CENTER

Skill Categories	KINDERGARTEN--The student . . .
LIBRARY MEDIA CENTER PROCEDURES	1. is taught and then follows the procedures for the check-out and return of materials. 2. learns and practices consideration for others when in the library media center. 3. leaves the center in order after use. 4. learns to ask for aid as needed. 5. is encouraged to suggest materials to be considered for purchase.
CARE OF MATERIALS	1. learns the proper care of books--how to open and hold properly, to turn pages correctly, to use book marks, to place in safe location, to have clean hands when using, etc. 2. receives instruction in the correct ways to handle nonprint materials as how to hold a record and place on the player, how to insert a cassette tape into the player, etc. and demonstrates care in the use of such materials.
LOCATION OF MATERIALS	1. learns the location of the easy fiction books.
USE OF AUDIO-VISUAL MATERIALS	1. independently uses equipment after instruction in the proper operating procedures. Suggested equipment for independent use at this level: a. record player b. tape player c. listening posts d. filmstrip previewers

SCHOOL LIBRARY MEDIA CENTER (Continued)

Skill Categories	KINDERGARTEN--The student . . .
LOCATION OF INFORMATION	1. uses pictures for factual information. 2. uses audio-visual media as sources of information.
KNOWLEDGE OF AND APPRECIATION FOR LITERATURE	1. hears appropriate literature read. 2. is introduced to literature through various audio-visual sources as films, records, tapes, TV, filmstrips, etc. 3. shares books with peers. 4. tells stories. 5. browses in the library media center for books of personal interest. 6. reacts to and discusses what has been read, viewed, and heard.
DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION	1. begins to understand the differences between "real" and "not real" or fiction and non-fiction. 2. begins to select books to meet individual needs and interests.

*These skills are suggested for this level. However, skills from more advanced level(s) may be more appropriate for some individuals and groups. Generally, the most effective student learning occurs if the introduction, instruction, and follow-up activities are structured into curricular units by the cooperative planning of the teacher and the library media specialist.

MATHEMATICS

At the kindergarten level it is important to remember that math concepts are built up gradually and should be initially developed to the point of a firm understanding before introducing and attaching technical terminology and symbols. Quantitative ideas are best learned when they are associated with the child's environment and experiences; and the math program should evolve, therefore, as an integral part of the total program; i.e., language and math are not taught only as separate, discrete content.

The current County Math Series provides a program of skills and a set vocabulary at the kindergarten level which correlates various readiness activities with the total K-8 math program.

The teacher should include activities which offer learning opportunities in all areas or domains: Number Concepts, Whole Number Operations, Mixed Number/Fraction Operations, Decimal Operations, Measurement, Using Data, and Problem Solving.

Basic concepts are expanded according to the developmental pace of each child. Therefore, in developing essential math concepts, it is most important to start with Real Experiences of the Child in his/her Environment before developing further with Manipulative materials; then, go to Pictorial materials and, finally, Symbolic materials.

MATHEMATICS (Continued)

Kindergarten activities are rich in opportunities for the development of mathematical concepts. The teacher takes advantage of each opportunity as it occurs in the environment and daily experiences for the children to count, compare, and measure. Also, the teacher sets up situations which promote the understanding of simple mathematical concepts and enlarge quantitative vocabulary. Math vocabulary should include variations of verbal concepts, such as: teaching the words--"sets," "group objects," and "a number of."

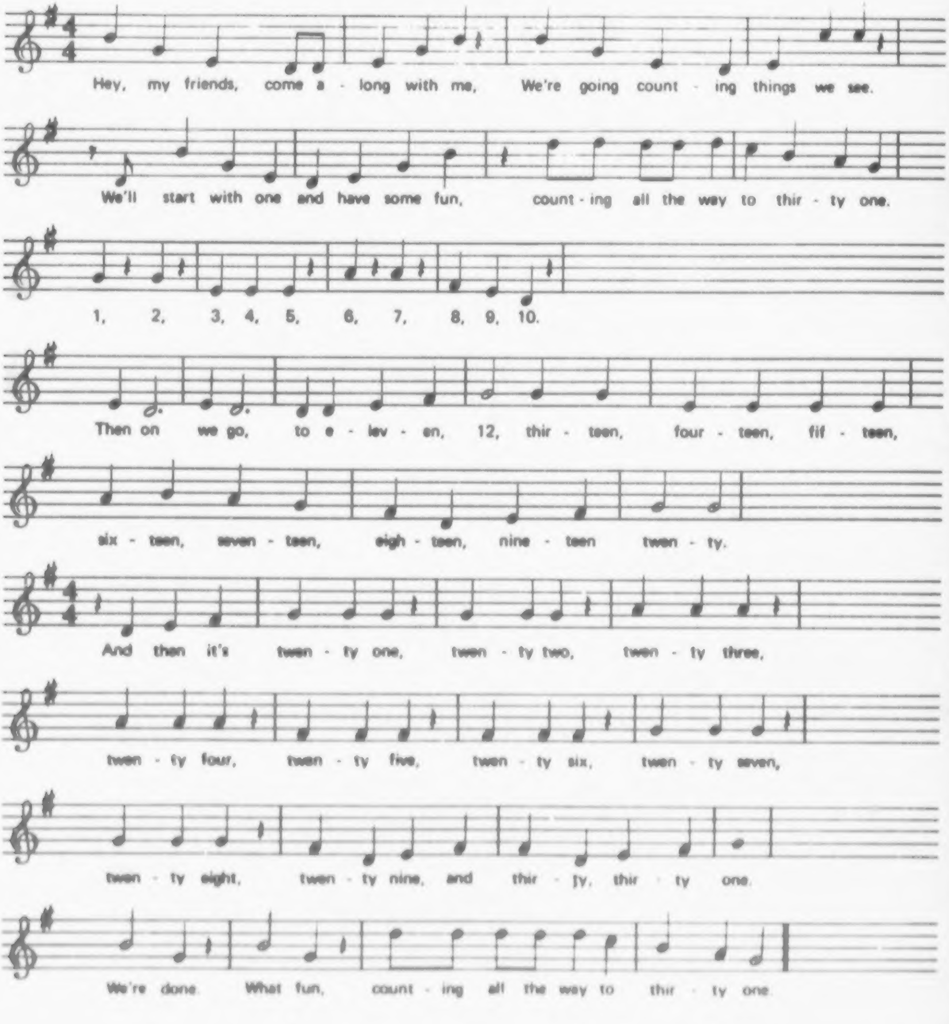
The following list of suggested materials will aid the teacher in promoting understanding of the skills listed in this guide. Concrete experiences with such materials will help the kindergarten child visualize and talk about the mathematical ideas presented. This aids the development of the concepts and vocabulary of mathematics.

Objects in the classroom
Counters--buttons, blocks, straws, etc.
Flannel board and cutouts
Set of cards from 0 to 10
Numeral cards from 0 to 10
Unit blocks or unit strips
Pattern cards or blocks from 0 to 10
Walk-on number line from 0 to 10
Abacus
Dominoes
Large and small lacing beads*

Measuring devices
Store accessories
Scales
Large thermometer
Calendar
Large play clock
Geometric shapes
Toy money
Geo boards
100-peg boards
Parquetry blocks

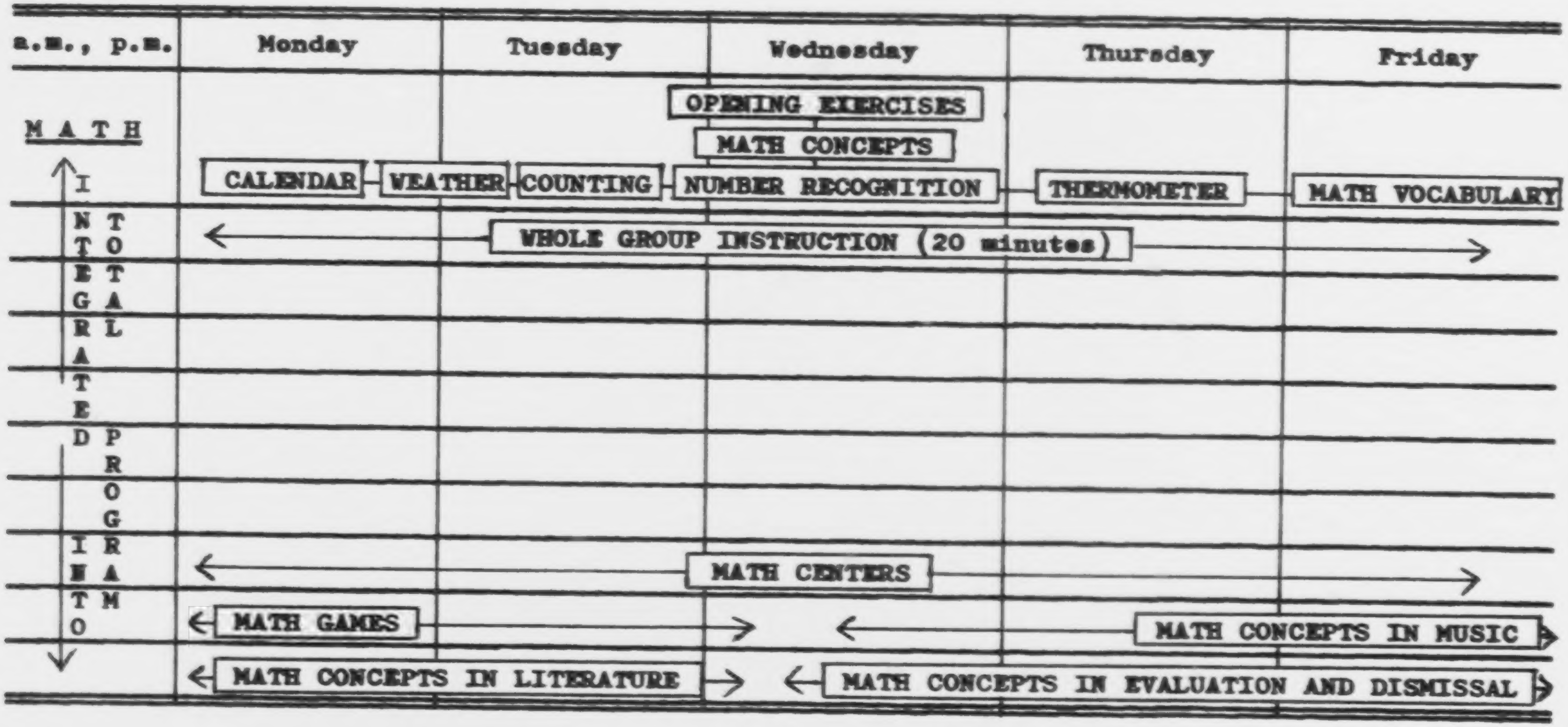
*For Math Patterning

COUNTING SONG


Hey, my friends, come a - long with me, We're going count - ing things we see.
We'll start with one and have some fun, count - ing all the way to thir - ty one.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
Then on we go, to e - lev - en, 12, thir - teen, four - teen, fif - teen,
six - teen, seven - teen, eigh - teen, nine - teen twen - ty.
And then it's twen - ty one, twen - ty two, twen - ty three,
twen - ty four, twen - ty five, twen - ty six, twen - ty seven,
twen - ty eight, twen - ty nine, and thir - ty, thir - ty one.
We're done. What fun, count - ing all the way to thir - ty one.

MATHEMATICS (Continued)

Because math concepts are such an integral part of the total kindergarten program, they may be developed through opening exercise activities, whole group activities, small group activities, and independent manipulative activities and math centers. Math language and vocabulary are developed throughout the kindergarten day when the children are given instructions in sequence.



a.m., p.m.
Monday
Tuesday
Wednesday
Thursday
Friday
MATH
INTEGRATED
INTO
TOTAL
PROGRAM
OPENING EXERCISES
MATH CONCEPTS
CALENDAR
WEATHER
COUNTING
NUMBER RECOGNITION
THERMOMETER
MATH VOCABULARY
WHOLE GROUP INSTRUCTION (20 minutes)
MATH CENTERS
MATH GAMES
MATH CONCEPTS IN MUSIC
MATH CONCEPTS IN LITERATURE
MATH CONCEPTS IN EVALUATION AND DISMISSAL

MATHEMATICS OBJECTIVES FOR KINDERGARTEN

By the end of kindergarten, a student will be able to:

NUMERATION

1. Choose the larger of two sets.
2. Choose the smaller of two sets.
3. Compare as many as, in, on, top, bottom, left, right.
4. Match two sets one-to-one (same size or not).
5. Say number names (0-10).
6. Name the number of a set (0-10).
7. Write the number of a set (0-10).
8. Make sets with objects (0-10).
9. Read numerals (0-10).
10. Match numerals to sets (1-9).
11. Construct sets with one more.
12. Construct sets with one less.
13. Identify elements before, after, or between in a sequence.
14. Order numbers (0-10).

WHOLE NUMBER ADDITION AND SUBTRACTION

1. Count and combine objects to find sums.
2. Identify how many are left by counting.

MEASUREMENT

1. Compare and order by length: longer, shorter, as long as, longest, shortest, tallest.
2. Compare two amounts of money using pennies.
3. Recognize and use a calendar.
4. Recognize and use a thermometer.
5. Compare and order time (before, after, earlier, etc.)
6. Equalize given lengths (adding or taking away).
7. Identify a container as full, empty, or partly full.

MATHEMATICS OBJECTIVES FOR KINDERGARTEN (Continued)

GEOMETRY

1. Sort objects by likenesses in both size and shape.
2. Sort objects by likenesses in shape but not in size (including three-dimensional).
3. Identify and name rectangular, circular, square, and triangular shapes.
4. Copy a given pattern.
5. Recognize paths: shortest, open, closed.

FRACTIONS

1. Identify and demonstrate one-half of a region or object.

GRAPHS

1. Construct and interpret pictograph with a group.

PROBLEM SOLVING

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237

SEVEN CONTENT DOMAINS IN MATHEMATICS

1. Number Concepts

BEHAVIORS

1. Write numbers in words and digits.
2. Rename fractions as percents.
3. Rename percents as decimals.
4. Order decimals.

2. Whole Number Operations

BEHAVIORS

1. Add whole numbers.
2. Subtract whole numbers.
3. Multiply whole numbers.
4. Divide whole numbers.

3. Mixed Number/Fraction Operations

BEHAVIORS

1. Add mixed numbers.
2. Subtract mixed numbers.
3. Multiply a whole number by a fraction.
4. Find a missing term in a proportion.

4. Decimal Operations

BEHAVIORS

1. Add decimals.
2. Subtract decimals.
3. Multiply decimals.
4. Divide decimals.
5. Find a percent of a number.

5. Measurement

BEHAVIORS

1. Read scales on measuring instruments.
2. Find perimeter and area of simple polygons.
3. Choose an appropriate unit of measure.
4. Find elapsed time.

6. Using Data

BEHAVIORS

1. Use information from tables.
2. Use information from graphs.
3. Find the average of a set of numbers.

7. Problem Solving

BEHAVIORS

1. Use a simple formula.
2. Choose a reasonable answer for a mathematical problem.
3. Solve money problems using addition and subtraction.
4. Solve money problems using multiplication and division.
5. Solve problems using percents.
6. Make change.

NUMERATION/WHOLE NUMBER ADDITION AND SUBTRACTION

Skills and Activities	Tips and Resources
1. FINDING SETS OF OBJECTS IN THE ENVIRONMENT. (Domain 1)	
a. Have children make their own sets using unlike objects. Children identify their sets by using the objects.	A set is a collection of objects or ideas that we treat together. 1. Use yarn to enclose a set. 2. Make sets with or without a pattern, from left to right, or vertically.
b. Have children make their own sets using like objects.	
c. Find sets in pictures from magazines, books.	
2. USING THE VOCABULARY OF NONQUANTITATIVE MEASUREMENT. (Domain 5)	
a. Encourage children to compare and contrast the size and shape of toys, children, etc.	Vocabulary: larger, smaller same, different thick, thin most, fewest before, after, between more, less long, short big, little
b. Plan walks to compare the size and shape of buildings, trucks, trees, rocks, etc.	
3. MAKING COMPARISONS BETWEEN TWO SETS USING INDEFINITE NONQUANTITATIVE MEASUREMENT. (Domain 7)	

Skills and Activities	Tips and Resources
3. (Continued) a. Put several sets of objects (cars, dolls, blocks, etc.) on the table or floor. Have children identify each set; then remove it. Do not remove the last set. Ask, "What will happen if I put one more 'car' in this set?" Repeat the question as still another car is added to the set. "Yes, the set is getting larger." After the set contains seven or eight items, say: "There are so many on the table that I shall put some here (two or three on one side of the table) and some here (four or five on the other side). As arrangements are changed in position and quantity, ask the children to tell which set is larger. Ask the children to make a set larger than the one demonstrated. b. Reverse the above activity. Show a set of cubes, and ask: "What happens to the set when I take this one away?" Repeat the activity and the question. Say: "The set gets smaller and smaller." Have the children make a set smaller than the one shown.	

NUMERATION/WHOLE NUMBER ADDITION AND SUBTRACTION (Continued)

Skills and Activities	Tips and Resources
3. (Continued)	
c. Look for sets in the classroom. Have the children find a large set of chairs and a small set of chairs.	
4. USING ONE-TO-ONE CORRESPONDENCE TO MAKE EXACT COMPARISONS BETWEEN SETS. (Domain 1)	
a. Use expressions that develop this skill, such as: "One straw for each."	Two sets are matched "one-to-one" when each member or element in one set can be paired with exactly one member in the other set with none left over. These are called equivalent sets, because they have the same cardinal number.
b. Arrange objects by sorting.	
c. Tell number action stories about the bird family, rabbit school, or the squirrels' party. Have the children place pieces on flannel board as characters are introduced and new parts are added or taken away. (Example: "Father rabbit brought home enough carrots for each of his children to have one . . .;" etc.	

Skills and Activities	Tips and Resources
4. (Continued)	
d. Compare sets to find which is more without counting.	Individual objects in two sets are paired in a straight row. Sets having unpaired members are larger. Use yarn to connect object in one set with an object in another set.
e. Compare arrangement patterns.	Patterns on cards are good. Children cannot move the component parts to pair them and so must adopt a new method for study.
5. CONSTRUCTING A SET WITH ONE-TO-ONE CORRESPONDENCE. (Domain 1)	
a. Build an attendance graph using one block for each child.	
b. Let the children keep score.	Lay out a peg for each point made.
c. Use cubes to indicate children who want milk.	One-to-one correspondence using lines.
d. Have children use cubes or check marks to indicate how many books to get, how many claps to make, or how many bounces to take.	Use walk-on number line.
e. Take attendance count using the abacus; one bead for each child.	Put numbers in order in number strip. Put units together one at a time to build a continuous number strip. Encourage vocabulary, such as: before, after, between, in a sequence, etc.

NUMERATION/WHOLE NUMBER ADDITION AND SUBTRACTION (Continued)

Skills and Activities	Tips and Resources
5. (Continued)	
f. One more—Give a child one object, and ask: "How many do you have?" Give them one more object, and repeat: "How many do you have now?"	
g. One less—Start with ten marshmallows (or any food item). Take one away, and ask: "How many are left?" Keep repeating the activity while saying: "Now how many do you have left?"	
6. USING NUMBERS IN ORDER. (Domain 1)	
a. Cardinal	
1. Count objects in the room.	
2. Use appropriate books, songs, and jingles.	
3. Count names on an attendance graph.	
4. Use the flannel board to make a set and count objects.	Numeral sequence cards: numeral, object, and word.
b. Ordinal	
1. Discuss experiences. ("You're the first one here today.")	
2. Make books. ("Which is your first page?")	
3. Use appropriate finger plays.	

NUMERATION/WHOLE NUMBER ADDITION AND SUBTRACTION (Continued)

Skills and Activities	Tips and Resources
6. b. (Continued) 4. Draw a large tree with four or five branches all on one side. Place an owl, bird, nest, squirrel, or different number of acorns, leaves, or pine cones on the different branches. Ask: "What do you see on the second branch?" "How many leaves are there on the fourth branch?", etc. 5. Use flannel board cutouts of various objects and shapes. Ask the children to name the position of the objects. "The duck is first." "The star is third.", etc. 6. Provide experiences for taking turns saying: "Kathy may be first in line today." "John may choose the first song; Mary, the second.	
7. IDENTIFYING SIZE OF SETS BY USING NUMBERS IN ORDER. (Domain 1)	
a. Use the flannel board to make an arrangement of sets in order of size. Have the children tell how many are in each set and	Arrange objects by sorting: 1. greater than--identify 2. less than--identify 3. equivalent--identify

NUMERATION/WHOLE NUMBER ADDITION AND SUBTRACTION (Continued)

Skills and Activities	Tips and Resources
7. (Continued) a. (Continued) which set is larger or smaller than another set. b. Have blocks, toys, crayons, etc. spread out on the table in groups. Make three or four sets of different objects but have the same number of objects in each set. Ask the children what they know about these sets. Lead the children to realize that all of the sets have the same number of objects; thus, the same cardinal number is given to each set. (This is the beginning of the understanding of equivalent sets.)	One-on-one correspondence using lines. Introduction of numbers with corresponding objects: 1. 0-3 2. Arranging objects from smallest to largest. 3. Introducing 4-9 with corresponding objects. 4. Writing numerals to 10 a. Start with model b. Trace c. Dots d. On own--practice (Rote) counting--0-10, 0-100: 1. Use of objects 2. Connect dots using a number of objects
8. REPRODUCING A SET WITH A GIVEN NUMBER. (Domain 1) a. Have the children perform routine tasks using specific numbers (set the table for five people, etc.)	

NUMERATION/WHOLE NUMBER ADDITION AND SUBTRACTION (Continued)

Skills and Activities	Tips and Resources
8. (Continued)	
b. Give children 10 discs, toothpicks, ice cream spoons, buttons, blocks, or popsicle sticks, etc. Have them make specific sets.	
c. Use the flannel board. Ask a child to put six little ducks on the pond. Let other children put seven apples on the tree, etc.	Use vocabulary, such as: before, after, and between.
d. Have the children make three sets with three objects in each set. Ask them what they know about the sets they have just made. (They should say that they all have the number three.) Proceed having the children put more objects in each.	
9. READING THE NUMERALS. (Domain 1)	
a. Make two sets of cards--one with numerals, the other with corresponding pictures. Have the children match them.	These sets can be related to seasons and other activities. Make these cards available to the children.
b. Hold up a card with a numeral on it. The child takes the card and matches it to a set in the room.	Dough numerals; sandpaper; felt; etc. Walk-on number line. Geo board numerals. Dot to dot.

NUMERATION/WHOLE NUMBER ADDITION AND SUBTRACTION (Continued)

Skills and Activities	Tips and Resources
10. MAKING A SET OF THE SIZE INDICATED BY A GIVEN SYMBOL. (Domain 1)	
a. Hold up a card and have the child make a set of things in the room.	
b. Write a numeral on the board and have the child clap (or jump) that number of times.	
c. Use flannel board.	
d. Numeral recognition--Use cardboard or tagboard (10 x 12 is a good size). Put a large numeral on top. Under this, put a corresponding object. On the bottom write the number word. Make one for each numeral, 0-10. Use often to reinforce the concept of numerals.	
e. Bowl ten--Use empty milk cartons as bowling pins. Number them 0-10. Let one child roll a ball calling the numeral he/she predicts will go down. Tally numeral and numerals hit.	
11. RECOGNIZING GROUPS (SUBSETS) WITHIN SETS. (Domain 1)	
a. Make a set. Have the children regroup the members in as many ways as possible.	Use children, poker chips, toys, etc.

NUMERATION/WHOLE NUMBER ADDITION AND SUBTRACTION (Continued)

Skills and Activities

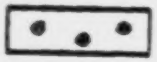
12. WRITING THE NUMERALS (Optional). (Domain 1)
    - a. Use every opportunity to write the numerals yourself.
    - b. Show individuals the form as they have the need and desire to write. (Refer to SL/RD handwriting on math.)

13. RECOGNIZING THAT EACH NUMBER IS EITHER ODD OR EVEN. (Domain 1)
    - a. Start with a pair of children and check the numeral two. This is an even number, because it makes a pair of children. Add one child. This is not an even number, because this child has no partner. Add one child. Four is an even number, because now all children have partners or are in pairs. Check four. Continue to 10.
    - b. Have two children come to the front of the room. Say: "I have two pencils. I shall give one to Mary and one to Jane. Do I have any left over?" (No) "Then, two is an even number." "I have three pencils.

Tips and Resources

Use:

1. number line
2. counting frame
3. pattern cards to show odd (Example:



4. dominoes

Skills and Activities	Tips and Resources
13. (Continued) b. (Continued) I shall give one to Mary and one to Jane. Do I have any left over?" (Yes) "Then, three is an odd number. It cannot be divided evenly." "Now, I have four pencils. I shall give two to Mary. Do I have as many left to give to Jane?" (Yes) "Then, what kind of numeral is four?" Continue through each number from 1-10. c. "Let's place these blocks in pairs. What do we know about seven?" (It is an odd number.) Do this with grouping from 1-10. 14. COUNTING BY TWO'S. (Domain 1) a. Have the children stand in a row holding numeral cards from 1-10. Ask the even numbers to step forward. Let the odd numbers step backward. Have the ones with even numbers say their numerals, one after the other from left to right (Example: 2, 4, 6, 8, 10). b. Now have the children at their seats say the numerals of	

NUMERATION/WHOLE NUMBER ADDITION AND SUBTRACTION (Continued)

Skills and Activities	Tips and Resources
14. (Continued) b. (Continued) those who stepped forward in order: 2, 4, 6, 8, and 10. c. Clip 10 clothespins on a coat hanger. Have a child group them in pairs and count them by two's.	

MEASUREMENT/GEOMETRY

Skills and Activities	Tips and Resources
1. DESIGNATING POINTS AND COMPARING DISTANCES. (Domain 5)	
a. Choose two points and connect them using yarn or string. See how many like objects (unit blocks) children can fit between the two points.	Introduce the following vocabulary: 1. open path 2. closed path 3. shortest path
b. Introduce a number line. A number line is simply a straight line with points evenly spaced. Ask a child to name a point. Help the child see that numerals are used to name the points.	
c. Use a number line on which the numerals are indicated. Ask a child to show how far we go to show five. He/she must frame the portions up to the number five, etc.	
2. JOINING POINTS TO MAKE SHAPES. (Domain 7)	
a. Use unit blocks for points. Connect them with other unit blocks (tape or yarn).	
b. Make points on the chalkboard and have the children connect them.	
c. Use pegs in pegboard as points for children to join.	

MEASUREMENT/GEOMETRY (Continued)

Skills and Activities	Tips and Resources
2. (Continued)	
d. Make points on the chalkboard that, when connected, form a triangle, square, etc.	Discuss each shape in turn stressing the properties of each--the number of corners, sides, etc. 1. Use overhead transparencies 2. Comparisons 3. Flannel board, pictures, and diagrams Comparison of open and closed figures.
3. RECOGNIZING DIFFERENT SHAPES. (Domain 5)	
a. Observe and discuss the shape of objects in the classroom.	The basic shapes are circles, squares, triangles, and rectangles. 1. Use pictures and diagrams 2. Flannel board 3. Student desk set of samples of each
b. Make outline models of geometric shapes using wire or soda straws so that the area or region of the shape is not included.	
c. Use flannel board cutouts of the different shapes. Have the children match them.	
d. Play matching shape game.	This game may also be played to help children to learn their colors. The cardboard may be covered with colored construction paper, and the child is asked to find the

MEASUREMENT/GEOMETRY (Continued)

Skills and Activities	Tips and Resources
3. (Continued) d. (Continued)	red circle, blue circle, green square, orange square, etc.
e. Use shape and color bingo. f. Play games using different shapes drawn on the playground area. The child bounces the ball once in a circle, twice in a square, etc. g. Precut shapes for children to create designs and pictures with glue.	
h. Make shape booklets.	Have books assembled beforehand with pages 1-10. On page 1 the child would draw a circle (example: one blue balloon). Read a story or invent one using flannel board cutouts. On page 2 on the second day, have the child draw a green square, etc. Be creative in story development to encourage oral language development for shape vocabulary.
4. USING RELATIVE TERMS. (Domain 5) a. Use daily situations to encourage children to determine: "How many more children may sit at Mike's table?" "Are there too many children in the housekeeping corner?" "How many should leave?"	Use the following vocabulary: 1. full, empty 2. too much, not enough 3. partly full

MEASUREMENT/GEOMETRY (Continued)

Skills and Activities	Tips and Resources
4. (Continued)	
b. Provide various-sized containers for children to use in pouring sand or water from one to another.	
5. USING SPECIFIC TERMS OF MEASURE. (Domain 5)	
a. Use cup, pint, quart, teaspoon, and tablespoon.	Use the following vocabulary: 1. longer, shorter 2. as long as, longest 3. shortest, tallest
1. Have the children measure sand and water using cups, pint and quart containers, and measuring spoons.	Water activities.
2. Follow recipes.	Cooking, play dough.
b. Use feet, inches, and yards.	
1. Show and discuss a ruler and a yardstick. Measure children's heights. Record to compare at a later date.	
2. Children may like to arrange themselves according to heights. They may enjoy measuring their own feet.	

MEASUREMENT/GEOMETRY (Continued)

Skills and Activities	Tips and Resources
5. (Continued)	
b. (Continued)	
3. Have the children measure the bulletin board to determine the length of paper needed for a mural. They can measure distance. They can jump to see how long a step they can take. Have children plan shapes needed and measure them for use in woodworking projects.	
c. Use pounds and ounces.	
1. Weight and height of children.	Make a weight graph; a height graph.
2. Weigh objects in the room.	Copy graphs for the purpose of accuracy.
3. Take a trip to the grocery store and weigh produce.	Make a graph of the growth of plants.
6. RECOGNIZING THAT THERE ARE PARTS IN A WHOLE. (Domain 5)	
a. Use cookies, apples, and clay to first show the whole. Then, cut them in half.	Identify and demonstrate one-half of a region or object.
b. Use flannel board cutouts to show wholes and halves.	
c. Plan situations requiring the use of a half sheet of paper.	
d. Discuss unit blocks that are cut in half diagonally.	

MEASUREMENT/GEOMETRY (Continued)

Skills and Activities	Tips and Resources
7. USING TERMS RELATED TO TEMPERATURE. (Domain 5)	
a. Observe the numerals on a thermometer. Put a thermometer in cool water and then in warm water. Notice the rise and fall of the mercury. Mark room temperature with a tape and put the termometer outside on a cold day. Mark the temperature with another tape when it is brought in. Observe the difference. Watch the mercury rise again.	Use a themometer indoors and outdoors.
b. Use two thermometers--one in the room and the other outside the window where it may be seen easily.	
c. Record temperatures to notice changes in them.	Make a graph.
d. Discuss the types of clothing appropriate for different temperatures.	
e. Talk about and use other kinds of thermometers--body, candy, meat, oven, etc.	
8. USING TERMS RELATED TO TIME. (Domain 5)	
a. Observe the room clock noting that one hand is bigger or lenger,	Use the following vocabulary: 1. before, after

MEASUREMENT/GEOMETRY (Continued)

Skills and Activities	Tips and Resources
8. (Continued) a. (Continued) that one hand moves faster, and that there are numerals on the clock.	2. earlier, later 3. morning, afternoon 4. day, night
b. Set the hands of a play clock to show the time that a certain activity is to take place. Children compare this to a real clock.	
c. Discuss experiences involving time, such as: how long it takes to do a certain job, etc.	
d. Use a calendar.	Use the following vocabulary: 1. Sunday to Saturday 2. year, seasons, etc. 3. before, after Discuss days, dates, and special events.
e. Discuss daily plans, schedule, and events.	
9. SORT OBJECTS BY LIKENESSES IN BOTH SIZE AND SHAPE; THEN SORT THEM BY LIKENESSES IN SHAPE BUT NOT IN SIZE.	
a. Observe the children as they play each day in this area to be sure there is some safe and reasonable	Use the following vocabulary: add, take away, etc.

Skills and Activities	Tips and Resources
9. (Continued) a. (Continued) ordering of blocks as to size, height, or weight. After a time of exploration, some children will start to order the set of blocks. They will do their building with a definite order; and they will clean up putting the blocks back according to size, smallest to largest, etc. Observe when they have arranged blocks in a definite order of size, height, or weight and ask them to tell you how they arranged them. (e.g.: stacking, enclosures, stair building, and road building are popular arrangements.) b. If a child is having difficulty in seeing relations between blocks, encourage children who are ordering to help the other child through demonstration and description. Enter the block center to provide vocabulary and assistance. c. Observe the children as they start to stack blocks to see where they have placed the heaviest blocks and the lightest blocks. A rea-	

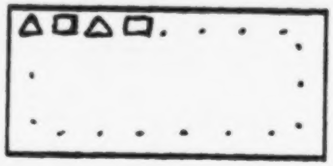
Skills and Activities	Tips and Resources
9. (Continued) c. (Continued) sonable placement of blocks according to weight is important in this block area for the play to remain safe for the children. Enter the block center when it is necessary to help children become aware of the heavier than, lighter than relation. Have them lift the three sizes of blocks. Encourage them to state which block is heavier than another. Which block is lighter than another? Discuss a reasonable placement of blocks according to weight for any construction with hollow blocks. Have the children share their conclusions about the weight of the blocks at a sharing time. d. Plan some workable arrangement for storage of blocks with the children. (e.g.: arrangement according to size, shape, etc.) e. Work with the child at clean-up time to help him sort materials and state their relation to each other. Ask questions. (e.g.: Where will you place that block? Why did you	

MEASUREMENT/GEOMETRY (Continued)

Skills and Activities	Tips and Resources
9. (Continued) e. (Continued) put that one there?) Supply the appropriate vocabulary to help the child describe the relation he uses. (e.g.: This block is smaller than this one. This block is taller than that one. Where will you put it?) Increase the child's awareness of size relation by encouraging him to verbalize. (e.g.: This block is taller than this one. This block is the same as this one. I need a smaller one to fit in this space.)	

PATTERNS/PROBLEM SOLVING

(Problem Solving: Apply word problems and incorporate skills in any curriculum area.)

Skills and Activities	Tips and Resources
1. RECOGNIZING PATTERNS. (Domain 7)	
a. Put on the table in a straight line: a block, a cup, and then a block. Ask a child what comes next.	Vary this pattern.
b. Use children to make patterns.	
c. Arrange pegs in patterns.	
d. String beads in patterns as to color, shape, and size.	
2. CREATING ORIGINAL PATTERNS.	
a. Junk Pattern--Children create patterns of their own by using pieces of tagboard. Have the child glue the pattern on a piece of paper.	Use pieces of tagboard and cut and put them in boxes so that the children can sort and use them to make their patterns.
b. Border Patterns--The children start with a pattern with two colors or shapes. They glue them to fit the outline of the paper. (Example: triangle, square; triangle, square; etc.) 	Precut shapes or colored objects from different colored construction paper.

PATTERNS/PROBLEM SOLVING (Continued)

Skills and Activities	Tips and Resources
3. COPY A GIVEN PATTERN. a. Show the children a given pattern, such as: a red block, a blue block, a green block, an orange block, and a yellow block. Have the children repeat the pattern at their painting center.	Set up the paint center with paper marked off into blocks so that the children can paint their given pattern. 1. use attribute blocks 2. use parquetry blocks

COINS

Skills and Activities	Tips and Resources
1. USING THE TERMS RELATED TO MONEY. (Domain 6)	
a. Help the children identify coins they bring in.	Use the following vocabulary: penny, nickel, quarter, and dime.
b. Discuss with the children the value of coins. Let them count pennies; discuss their value in relation to a nickel, dime, and quarter.	
c. Buy stamps at the Post Office when you take a trip to mail letters.	
d. Make and sell cookies and popcorn to each other.	
e. Let the child purchase his/her own milk for snack.	Encourage the various ways to purchase milk at 25 cents. It could be: 1. two dimes, one nickel 2. 25 pennies 3. a quarter 4. five nickels

INTRODUCTION TO NUMBERS

Procedures for introducing individual numbers and their formation:

1. Teacher presents number on 8½" x 11" card and says the number's name.
2. Each child repeats number name; group repeats number name.
3. Teacher writes a large-size number on the chalkboard--at least 12" high. The teacher describes its form and characteristics. The verse that follows on the next page is suggested for this purpose. Beginning in the first grade, the verse should be charted and posted.
4. Students recite the line in the verse as the teacher writes the number on the chalkboard.
5. Students "finger trace" with their index and middle fingers in various ways:
    - a. Teacher forms a large number on the chalkboard using the broad side of the chalk.
    - b. Student traces the number naming the number and saying the verse. New patterns must be made for each child.
    - c. Students trace permanent patterns (8½" x 11") saying the number name and verse.
    - d. Students trace number form on rough surface. They say the number and the verse line.
    - e. Students repeat the above items. They use unsharpened end of primary pencil.
6. Teacher leads the students in forming the number in the air with their writing arm, two fingers extended. (The teacher must make the number backwards if she faces the class, or she can have the students "look over her shoulder.")
7. Teacher prepares a large number pattern for each student on ½-page of the classified ad section of the newspaper or a page from the telephone white pages. Students finger trace with the unsharpened end of a pencil and then a crayon. They name the number and say the appropriate lines from the verse as they trace.
8. Teacher prepares Trace/Copy/Copy for each child on 12" x 18" unlined newsprint.

INTRODUCTION TO NUMBERS (Continued)

Trace	Copy	Copy
1	2	3

a. Students finger trace numbers saying the name and verse.
b. Space 1--Students trace the number with crayon or primary pencil. They name the number as they trace.
c. Space 2--Students copy the number naming it.
d. Space 3--Students copy the number naming it.

9. Teacher prepares an individual chalkboard for each student using colored chalk. Students trace the number several times with yellow or white chalk and then their fingertips. Students erase the traced number and form one of equal size on their own.

10. Teacher provides various multisensory patterns.

11. Other reinforcement activities include:

a. Students finger write numbers on their desk tops and tap the number; i.e., "one," tap; "two," tap, tap; etc. while reciting the verse.
b. Students complete tracking activities
c. Students practice writing numbers in the palms of their hands.
d. Students take turns writing numbers on each other's backs.

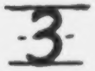
NUMBER VERSES

Kindergarten

A straight line is fun

Around and back on the railroad track
Two, two two

Around a tree, around a tree
That is how to make a three.



INTRODUCTION TO NUMBERS (Continued)

NUMBER VERSES (Continued)

Down and over and down once more
That is how to make a four. 4

Put a hat on top and see what you've found,
Fat old five goes down and around. 5

Draw to a loop
The six rolls a hoop. 6

Straight across and down from the line
That is how to make a seven so fine. 7

Make an S, but do not wait
That is how to make an eight. 8

A loop and a line
Make a nine. 9

Make a straight line one again,
Add a ball to make a ten! 10

SUBSKILL: As long as

1. **Activity 1:** Yarn Lengths (V, A, K)*
   a. Materials: three yarns of different colors, scissors, colored chalk, chalkboard
      NOTE: For each child the teacher will cut each of the three yarns into one piece 6" long and one piece 4" long. Chalk should match yarn.
   b. Teacher passes out 6" and 4" lengths of yarn of one color to the students.
   c. Teacher says: "Let's find the longer piece." She holds up her longer piece and says: "This is the longer piece." The teacher draws a line on the chalkboard with chalk.

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* V = Visual, A = Auditory, K = Kinesthetic, T = Tactile

SUBSKILL: As long as (Continued)

d. Students hold their longest piece of yarn in the air and say: "This is the longer piece." Then, the students place the longer piece on their desks.
e. The teacher says: "This is the shorter piece." The teacher holds the shorter piece. Then, the teacher draws a shorter line on the chalkboard.
f. Students hold their shorter piece and say: "This is the shorter piece." They place the shorter piece on their desks.
g. Teacher and students repeat the procedure for the two other colors of yarn.

2. Activity 2: Chalkboard (V, A, T)

a. Materials: chalk, chalkboard, erasers, individual chalkboards
b. On individual chalkboards the teacher draws two lines. One line is shorter than the other.

AND/OR

c. Teacher draws several pairs of lines on available chalkboard space for several students.
d. Teacher says: "This is the longer line." Teacher traces the longer line with her finger.
e. Students echo: "This is the longer line." Students trace the longer line with their fingers.
f. Teacher says: "This is the shorter line." Teacher traces the shorter line with her finger.
g. Students echo: "This is the shorter line." Students trace the shorter line with their fingers.
h. Students work on page

i. Variation: After the students trace longer and shorter lines with their fingers, they trace lines with chalk.
Students air write longer and shorter lines.
Teacher uses yarn procedures with three pieces of yarn to teach: long, longer, longest; short, shorter, shortest.

INTRODUCTION TO NUMBERS (Continued)

SUBSKILL: Numbers and Numerals or Introduction to Numerals

1. **Activity 1:** Number Introduction (V, A, K, T)
   NOTE: To illustrate the "Introduction to Numbers," p. for kindergarten, the following activities will introduce "one." This step-by-step procedure is to be used with each number.
   a. Materials: $8\frac{1}{2}$" x 11" construction paper number cards, chalkboard, chalk
   b. Teacher presents the number 1 (one) on $8\frac{1}{2}$" x 11" sheet, p. , and says: "This is the number 1 (one)."
   c. Each child says: "This is the number 1 (one)."
   d. All students echo: "This is the number 1 (one)."
   e. Teacher writes a number 1 (one) on the chalkboard at least 12" high.
   f. Teacher says: "A straight line 1 (one) is fun!"
   g. Students say: "A straight line 1 (one) is fun!"
   h. Teacher writes another 1 (one) on the chalkboard.
   i. Teacher uses the broad side of chalk to trace number 1 (one) and says: "A straight line number 1 (one) is fun!"
   j. New chalk patterns must be made for each child. Students finger trace with their index and middle fingers and say: "A straight line number 1 (one) is fun!"
   k. Students trace permanent pattern cards ($8\frac{1}{2}$" x 11"), p. , of the number 1 (one) and say: "A straight line number 1 (one) is fun!"
   l. Students trace a number 1 (one) on the back of a partner and say: "A straight line number 1 (one) is fun!"
   m. Students trace a number 1 (one) on the palms of their hands and say: "A straight line number 1 (one) is fun!"

2. **Activity 2:** Yarn Numbers (V, A, T)
   a. Materials: yarn, construction paper ($8\frac{1}{2}$" x 11")
   b. Teacher prepares a yarn pattern of number 1 (one) for each student.
   c. Students trace the yarn and say: "A straight line number 1 (one) is fun!"

3. **Activity 3:** Rice Numbers (V, A, K, T)
   a. Materials: dark construction paper ($8\frac{1}{2}$" x 11"), glue

INTRODUCTION TO NUMBERS (Continued)

SUBSKILL: Numbers and Numerals or Introduction to Numerals (Continued)

3. Activity 3: Rice Numbers (Continued)
   - b. Teacher makes a large number 1 (one) with glue on the child's paper.
   - c. Students put rice on the glue to prepare a tactile tracing card.
   - d. When cards are dry, the students use two fingers of their writing hands to trace it while saying: "A straight line number 1 (one) is fun!"
4. Activity 4: Pencil Tracing (V, A, K, T)
   - a. Materials: primary pencils, large number cards, chalkboard, chalk
   - b. Teacher makes a large number 1 (one) on the chalkboard.
   - c. Teacher says: "A straight line number 1 (one) is fun!" as she makes the number.
   - d. Student trace number cards with the unsharpened end of a primary pencil and say: "A straight line number 1 (one) is fun!"
5. Activity 5: Air Writing (V, A, K, T)
   - a. Materials: none
   - b. Teacher leads the students in forming a large number 1 (one) in air with their writing arms extended and their index and middle fingers used as pointers.
   - c. Teacher and students say: "A straight line number 1 (one) is fun!" as they form the 1 (one).
6. Activity 6: Classified Ads (V, A, K, T)
   - a. Materials: ½-page of the classified ad section of the newspaper per child, magic markers
   - b. Teacher prepares large patterns of the number 1 (one) on ½-page of the classified ad section of the newspaper.
   - c. Students finger trace the number 1 (one) and say: "A straight line number 1 (one) is fun!"
   - d. Students trace with unsharpened end of the pencil and say: "A straight line number 1 (one) is fun!"
   - e. Students trace with a crayon and name the number.

INTRODUCTION TO NUMBERS (Continued)

SUBSKILL: Numbers and Numerals or Introduction to Numerals (Continued)

7. Activity 7: Trace/Copy/Copy (V, A, K, T)
   - a. Materials: 12" x 18" unlined newsprint, primary pencil, crayon
   - b. Teacher prepares Trace/Copy/Copy for each child on newsprint.

Trace	Copy	Copy
1	2	3

   - c. Space 1--Students finger trace the number 1 (one) and say: "A straight line number 1 (one) is fun!"
   - d. Space 1--Students trace the number 1 (one) with crayon and/or primary pencil and name the number.
   - e. Space 2--Students copy the number naming it.
   - f. Space 3--Students copy the number naming it.

8. Activity 8: Individual Chalkboards (V, A, K, T)
   - a. Materials: individual chalkboards, colored chalk, white or yellow chalk
   - b. Teacher prepares an individual chalkboard for each student using colored chalk.
   - c. Students trace the number several times on their individual chalkboards with yellow or white chalk. The students then trace with their fingertips.
   - d. Students erase the traced number and form one of equal size on their own.

9. Activity 9: Tap the Number (A, K, T)
   - a. Materials: none
   - b. Teacher begins to put auditory or sound effects into drill.
   - c. Teacher air writes and says: "A straight line number 1 (one) is fun!"
   - d. Teacher makes one tap.
   - e. Students air write and say: "A straight line number 1 (one) is fun!"
   - f. Students make one tap.

SUBSKILL: Numbers and Numerals or Introduction to Numerals (Continued)

10. Activity 10: Tracking
    a. Materials: Tracking Worksheet,
    b. Students complete Tracking Worksheet under the careful guidance of the teacher.

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I L I

I 2 I

Tracking

INTRODUCTION TO NUMBERS (Continued)

SUBSKILL: Numbers and Numerals

1. Materials: general
2. Verse:

One, two, three, four, and five
I caught a hare alive.
Six, seven, eight, nine, and ten,
I let him go again.
Anonymous

3. Activity 1: Finger Play (V, A, K)
   a. Materials: Teacher copy of the verse
   b. Teacher and students recite the verse on a regular basis. Finger motions will reinforce the meaning and concept.
4. Activity 2: Circle Game 1 (V, A, K)
   a. Materials: Bunny ears, teacher copy of the verse, space
   b. Ten students stand in a circle.
   c. Each student holds up his/her fingers for the number as it is said.
   d. One student wearing rabbit ears stands in the center.
   e. After "five," students take one step toward the center of the circle.
   f. After "ten," students take one step back.
   g. For a total class activity, use two circles.
5. Activity 3: Circle Game 2 (V, A, K)
   a. Materials: Same as above, wall-sized number cards
   b. Teacher distributes number cards to the students.
   c. Student holds up the appropriate card when the number is recited.
   d. One student leads the group pointing to number cards on the wall with a yardstick.

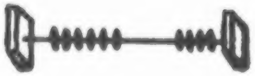
SUBSKILL: Numbers and Numerals

1. Activity 1: Making an Abacus
   a. Materials: shoe lace, box lid, 10 beads for each child, and a class-size abacus
   b. Teacher shares the class-size abacus with students showing them:

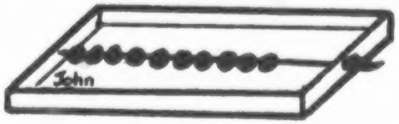
INTRODUCTION TO NUMBERS (Continued)

SUBSKILL: Numbers and Numerals (Continued)

1. **Activity 1**: Making an Abacus (Continued)
        1. how the beads move backward and forward.
        2. how a number is made by isolating sets of beads.



    c. Students take turns making a number on the abacus.
    d. Teacher ties a large knot in one end of each shoe lace.
    e. Each student strings 10 beads on a shoe lace.
    f. Student writes his name on the inside of the box lid.
    g. Teacher "strings" the abacus for each child by knotting the lace on the other end as it is pulled taut across the box lid.



2. **Activity 2**: Abacus Up (V, A, K)
    a. Materials: an abacus per student, class-size abacus
    b. Students sit on the floor in rows of 10. Students hold their abacus on their laps.
    c. Teacher faces the students with the class abacus.
    d. The first child in each row pushes one bead over and says: "one."
    e. The second child in each row pushes two beads over and says: "two."
    f. The third child in each row pushes three beads over, etc.
    g. The last child in each row pushes ten beads over.
    h. Teacher and students say: "one."
    i. Student holding the abacus with one bead stands and remains standing.
    j. Teacher and students say: "two."
    k. Student holding the abacus with two beads stands and remains standing.
    l. Teacher and students say: "three."
    m. Student holding the abacus with three beads stands and remains standing. Continue through the number 10.
    n. After all 10 students are standing, the teacher and students count backward--10, 9, 8 through 1; and the child holding the named abacus sits down.
    o. NOTE: This activity can begin once the students have learned the numerals 1-3.

SUBSKILL: Numbers and Numerals (Continued)

3. Activity 3: Animal Abacus (V, A, K)
   a. Materials: An abacus for each student, class-size abacus, poem printed on a 3" x 5" card for the teacher
   b. POEM: One, two, three four, five,
      I caught a bird alive
      Six, seven, eight, nine, ten,
      I let it go again.
   c. Each student has an abacus on their table or lap. The teacher faces the class with the abacus.
   d. Teacher slowly starts the poem: "One, two, three, four, five."
   e. Students slide the beads as the teacher names the number. (Students will join in as they learn the poem.)
   f. Teacher says: "I caught a bird alive."
   g. Students flap their arms to imitate a bird.
   h. Teacher and students say and slide beads: "Six, seven, eight, nine, ten."
   i. Teacher says: "I let him go again."
   j. Students raise and drop their arms.
4. Activity 4: Flash Card Drill (V, A, K)
   a. Materials: large number cards 1-10, large cards showing numbers of things, an abacus for each child, large class-size abacus
   b. Teacher flashes a number card.
   c. Students name the number on the card, slide the beads on the abacus, and rename the number.
   d. Teacher holds up the number cards in numerical order first and then in random order.
   e. Teacher holds up a card with numbers of objects, such as: three birds.
   f. Students use their abacus to show the number.
5. Activity 5: Pennies Up (V, A, K)
   a. Materials: 10 real or play pennies, an abacus for each child, large class-size abacus

INTRODUCTION TO NUMBERS (Continued)

SUBSKILL: Numbers and Numerals (Continued)

5. Activity 5: Pennies Up (Continued)
    - b. Teacher holds up one penny and says: "This is one penny." The teacher slides one bead on the abacus.
    - c. Students slide one bead and say: "This is one penny."
    - d. Teacher holds up two pennies and says: "Here are two pennies." The teacher then slides two beads on the abacus.
    - e. Students slide two beads and say: "Here are two pennies."
    - f. Continue in this manner through 10.

SUBSKILL: The Number Two (2)

1. Materials: The following poem:

There were two birds sat on a stone.
One flew away and then there was one.
The other flew after and then there was none.
And so the poor stone was left all alone.

2. Activity 1: Bird on a Stone (V, A, K)
    - a. Materials: teacher copy of the verse (optional: teacher seals beans in a plastic container for a shaker)
    - b. Students and teacher stand in a circle.
    - c. Teacher says Verse 1 and students echo.
        1. Motion: Left hand makes a fist for "the stone." Two fingers of the right hand for the "birds" are raised and flutter toward the stone.
        2. Chorus: Clap hands four times.
    - d. Teacher says Verse 2 and students echo.
        1. Motion: Left hand remains a fist. The right hand flutters away from the fist with one finger and one finger returns to the stone.
        2. Chorus: Clap hands four times.
    - e. Teacher says Verse 3 and students echo.
        1. Motion: Left hand remains a fist. The right hand with one finger flutters away and returns with no fingers to the stone.
        2. Chorus: Clap hands four times.

SUBSKILL: The Number Two (2)

2. **Activity 1:** Bird on a Stone (Continued)
   - f. Teacher says Verse 4 and students echo.
     1. Motion: All students sit down and fold their arms over their chests.
     2. Chorus: Clap hands four times.

SUBSKILL: First, Next, Last; Before, After, In Between

1. **Activity 1:** Circles (V, A, K)
   - a. Materials: red, yellow, green 8½" x 11" construction paper, scissors, tape or tacks
   - b. Teacher dittoes circles for each child; on three sheets of construction paper, each student has a red, yellow, and green circle. Teacher may have to cut out circles prior to the lesson.
   - c. Teacher holds up the red circle. "My red circle is first."
   - d. Students hold up their red circle and echo: "My red circle is first."
   - e. Teacher tapes or tacks the red circle to the left of the board.
   - f. Students place their red circle on the left of their table/desk.
   - g. Teacher holds up the yellow circle. "My yellow circle is next."
   - h. Students hold up their yellow circle and echo: "My yellow circle is next."
   - i. Teacher tapes or tacks the yellow circle in the middle of the board.
   - j. Students place their yellow circle in the middle of their table/desk.
   - k. Teacher holds up the green circle. "My green circle is last."
   - l. Students hold up their green circle and echo: "My green circle is last."
   - m. Teacher tapes or tacks the green circle on the board last.
   - n. Students place their green circle last on their table/desk.
   - o. Teacher and students point and say: "First, next, last."
   - p. Students work p.
   - q. **Variation:** At another time the drill may be repeated with the green circle first, the red circle next, and the yellow circle last, etc.

     Pin circles to the fronts and backs of students. Divide the class into groups of three. Pin a different color circle to the clothing of each group member. The teacher directs the students to stand in varied order: green, yellow, red; yellow, green, red; etc.

INTRODUCTION TO NUMBERS (Continued)

SUBSKILL: Patterns

1. **Activity 1:** Octo-Octopus (V, A, K)
   - a. Materials: $8\frac{1}{2}$" x 11" yellow and pink construction paper, Student Worksheet, p. Half the students will get a pink octopus, and half will get a yellow octopus. NOTE: Octopus can be cut out if time permits
   - b. Teacher distributes yellow and pink octopus at random.
   - c. Teacher places students in a circle--yellow, pink, yellow, pink, etc.

     OR
   - d. Teacher says: "All yellow octopus will make a circle around me. Step back seven baby steps. All pink octopus will fit between the yellow octopus." Teacher will be sure that all students have space.
   - e. Steps b-d depend on the maturity level of the students.
   - f. Warm-up:
     1. Teacher says: "All pink octopus will squat down."
     2. Students squat.
     3. Teacher says: "All yellow octopus will squat down."
     4. Students squat.
     5. Teacher says: "All pink octopus will stand up."
     6. Students stand.
     7. Teacher says: "All yellow octopus will stand up."
     8. Students stand.
   - g. Pattern Drill No. 1:
     1. Teacher says: "Pink octopus will kneel when we say, 'pink down.' The pattern is 'pink down, yellow up.' I will go around the circle and point to you when you are to kneel." Teacher goes around the circle slowly so that students know when to kneel. Teacher and students repeat this pattern: "Pink down, yellow up, pink down, yellow up . . ."
     2. The second time the teacher will not point; the students will know to alternate kneeling around the circle. Students will say: "Pink down, yellow up, pink down, yellow up . . ."

SUBSKILL: Patterns (Continued)

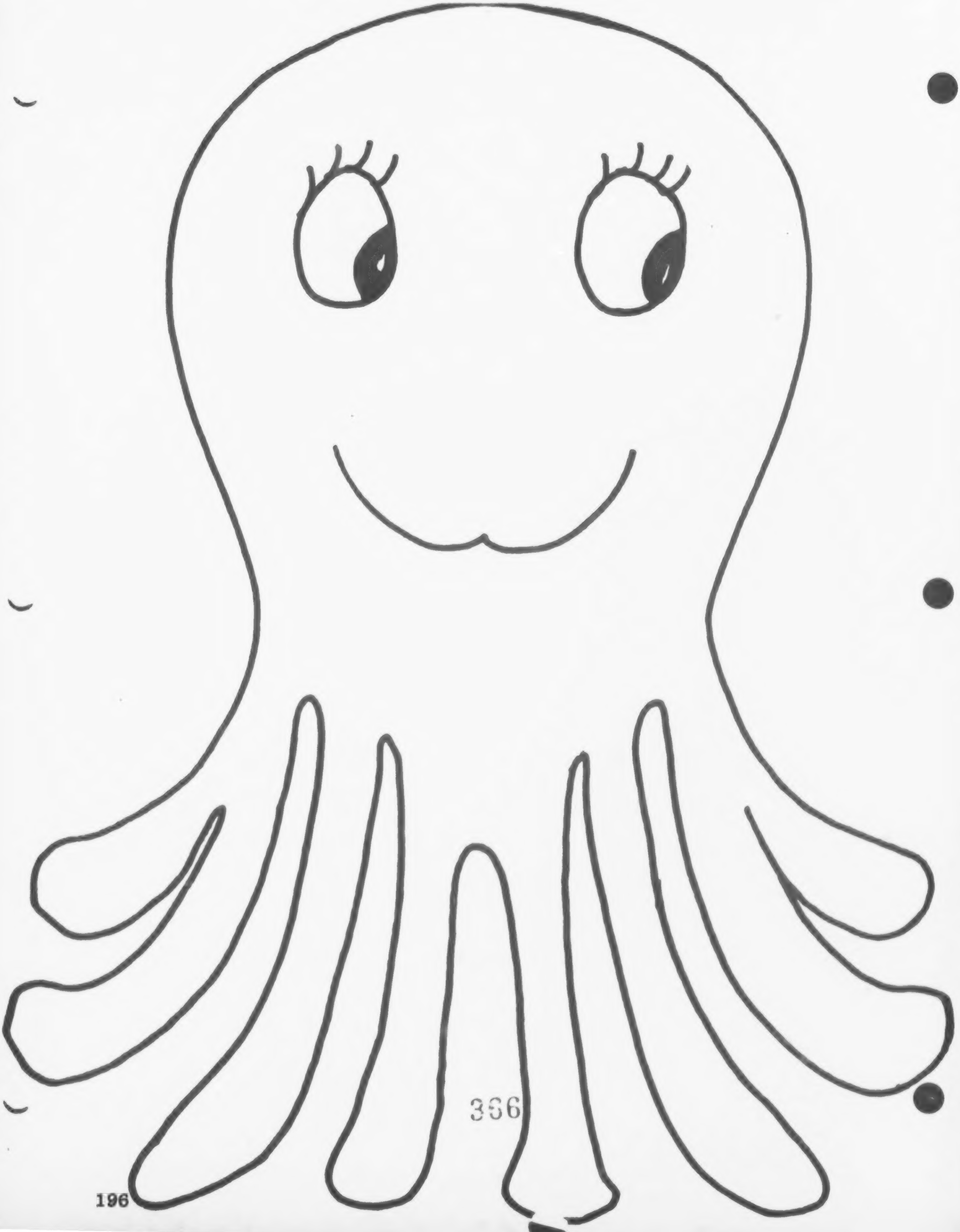
1. Activity 1: Octo-Octopus (Continued)

   h. Pattern Drill No. 2:

      1. Students stand in a circle formation alternating yellow and pink. The teacher says: "All yellow octopus step ahead one step, and all pink octopus step back one step."
      2. Teacher says: "The pattern is 'up and back.'" Students say: "Up and back" and move according to the color of their octopus "Up and back, up and back, up and back . . ."

   i. Variation:

      1. Develop a more complex pattern.
      2. Examples: Pink, pink, yellow, yellow, pink, pink
         Pink, yellow, yellow, pink, yellow, yellow, pink, etc.



INTRODUCTION TO NUMBERS (Continued)

SUBSKILL: Numbers

1. Materials: POEM, "The Difference," by Laura E. Richards

Eight fingers,
Ten toes,
Two eyes,
And one nose.
Baby said,
When she smelt the rose,
"Oh, what a pity
I've only one nose!"

Ten teeth
In even rows,
Three dimples
And one nose.
Baby said,
When she smelt snuff,
"Deary me!
One nose is enough!"

Teacher copies this poem on a 3" x 5" card for reference

2. Activity 1: Smell the Rose (V, A, K)

a. Teacher places the class in a circle.
b. Teacher says the first four lines, and students do these motions:
   1. Eight fingers--fold thumbs under and hold up eight fingers.
   2. Ten toes--bend over and feel toes.
   3. Two eyes--point to eyes and blink twice.
   4. And one nose--point to nose.
c. Teacher says the next four lines.
d. Students pretend to hold a flower, pretend to smell it, and smile.
e. Teacher says the next two lines.
f. Students clench teeth and pretend to brush them.
g. Teacher says the next two lines, and students do these motions:
   1. Three dimples--smile, point to two cheek dimples and one in the chin.
   2. And one nose--point to nose.
h. Teacher says the last four lines.
i. Students pretend to sniff cigarette smoke and then plug their nose and shake their heads to mean: "No, no."

INTRODUCTION TO NUMBERS (Continued)

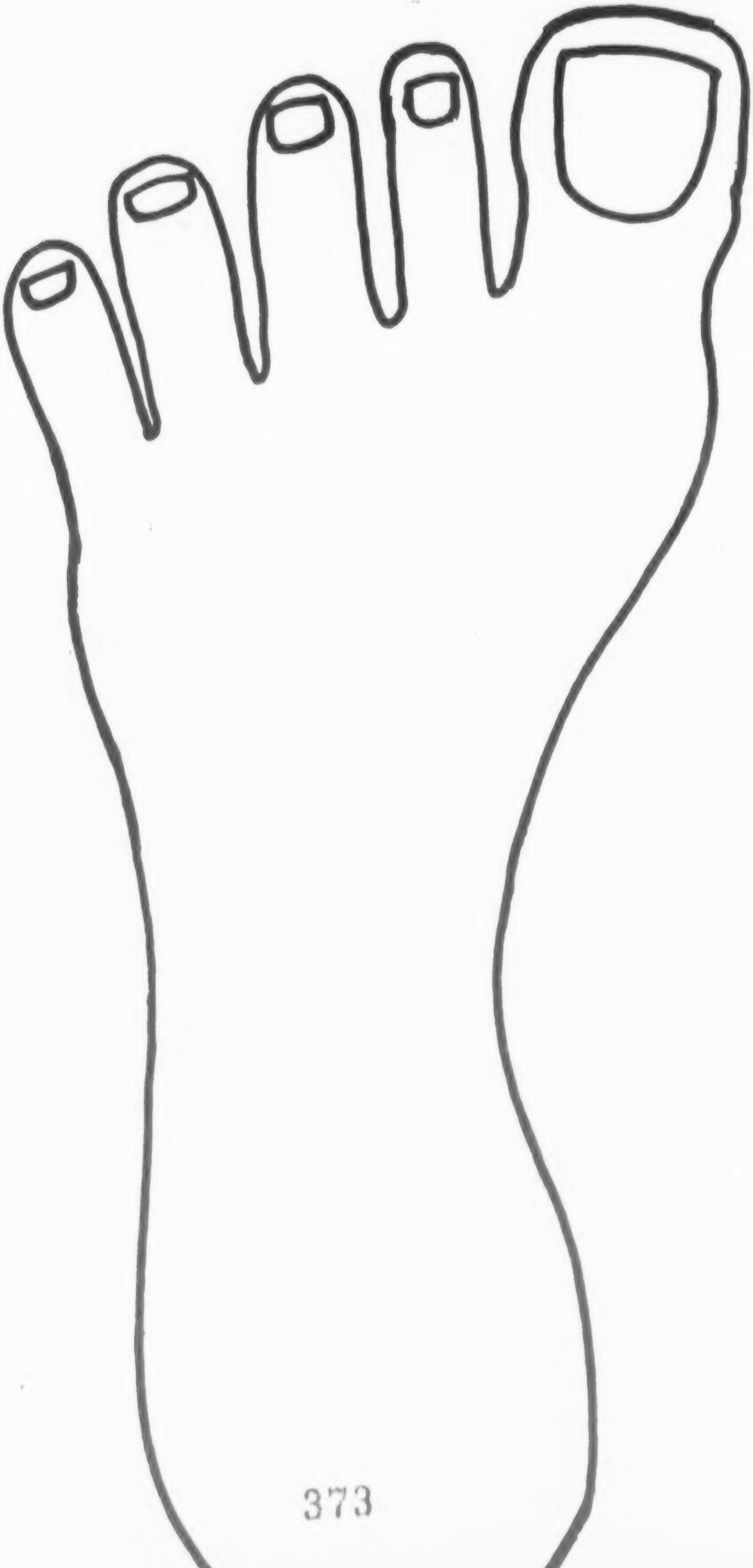
SUBSKILL: Subtraction

1. Activity 1: Oral Drills--Variety Please!
    - a. Materials: Nerf ball
    - b. Ten students stand in a line. Beginning with the first student who says, "Zero," children count in order up to 9 and then backwards to 0 again.
    - c. Teacher tosses a Nerf ball to one child at a time. The first child says, "Zero;" classmates echo. The child tosses the ball back to the teacher. Continue in this manner up to 9 and then backwards to 0 again.
    - d. Teacher lines the students up in groups of 10 for dismissal. The password to leave is the next consecutive number. One day use numbers from 0-9 and then vary it from 9-0 on another day.
    - e. Teacher assigns a number from 0-9 to each child and pins a number tag to his clothing. During the course of the day, children are called to their various activities by number as the teacher models counting both forward and backward. Students echo the number name as their numbers are called.
2. Activity 2: Sandpaper Numbers (V, A, K, T)
    - a. Materials: Large numerals from 0-9 cut from 8½" x 11" sandpaper (three sets for total class participation), patterns, p.
    - b. Teacher distributes sandpaper numerals from 0-9 to the total class.
    - c. Teacher leads the class in counting backwards slowly from 9. Each number is said three times.
        1. First time--student hears his number and stands.
        2. Second time--student traces his sandpaper numeral.
        3. Third time--student sits down.
3. Activity 3: Small Group Practice
    - a. Materials: Footprint Worksheet, used as a pattern for washable wallpaper or oilcloth footprints
    - b. Teacher numbers footprints from 0-9.
    - c. Teacher puts footprints on the floor.
    - d. Students walk on the footprints from 9 back to 0 counting aloud as they do so.

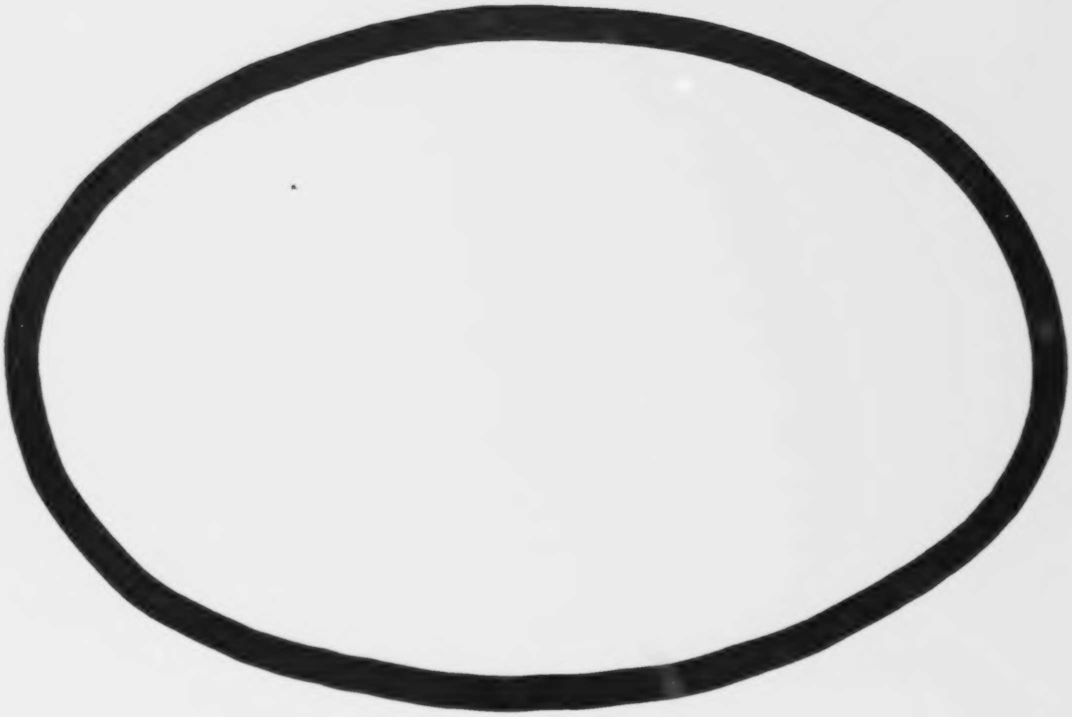
INTRODUCTION TO NUMBERS (Continued)

SUBSKILL: Subtraction (Continued)

4. Activity 4: Dictation
   - a. Materials: abacus for each child, class-size abacus
   - b. Teacher dictates a number.
   - c. Students move their beads one at a time counting up to the number.
   - d. Teacher dictates another number and illustrates how to count backwards to it.
   - e. Students echo the teacher and move their beads as well.
   - f. Teacher "erases" the abacus and begins another pattern.
5. Variation: These backward and forward counting exercises can become more complex as their skills increase.



FOOTPRINT



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KINDERGARTEN MATH ACTIVITIES

Numbers and Numeration

1. Games
2. Work jobs
3. Calendar--numerals and ordinals
4. Counting--How many children? boys? girls?
   How many allowed in an area?
   How many days until __________?
   How many shapes in a game?
5. Lining up--Call children by table numbers; count off in line. Who is first? Who is last? Who is in the middle?
6. Ordinal numbers--calendar, lining up
7. Music involvement--spin the wheel, "Ten Little Indians"
8. Cooking activities
9. Seasonal activities
10. Social Studies
11. Stations--number of children allowed in each (put up a pocket chart with the number two (2) on it, and have the child put his name card in the pocket; if there are two there, he/she has to choose another area)
12. Directions--first do this, then this, next . . .
13. One-to-one correspondence--table captain--How many pencils, scissors, glue needed?
    Passing out supplies
14. Walking down the hall on the third square
15. Seating arrangement
16. Seasonal finger plays
17. Bus calling--number of bus riders, walkers
18. Birthdates
19. Tour of school--room numbers, number of classrooms
20. Rods
21. Egg cartons--put number on each section and have the child count out the number of objects (beans) to fill the section
22. Flannel board--felt objects to count
23. Pegboard
24. Attendance

KINDERGARTEN MATH ACTIVITIES (Continued)

Numbers and Numeration (Continued)

25. Plans for the day--count the sentences and words; find all the a's and count them
26. Snack--counting milks
27. Matching numerals and dots

Measurement

1. Lining up--shortest to tallest
2. Measuring hands--trace and cut out a pattern of each child's hand; then, they use it to measure the desk, table, etc.
3. Time line--put up the months of the year around the room with a symbol for each holiday (Children can see the short time from Thanksgiving to Christmas; the long time from Christmas to Valentine's Day, etc.)
4. Growing plants--measure plants' growth
5. Children's heights--compare tall and short
6. Children's weights
7. Compare holiday objects--pumpkins, turkeys, etc.
8. Sand and water activities
9. Use of a ruler--length of the room, yardstick games
10. Calendar activities
11. Cooking--measure ingredients, time to bake
12. Art--long legs, short arms
13. Size comparisons--taller, shorter
14. Temperature--read thermometer; weather--warm, cool, cold, hot
15. Money--buy milk, pictures, snack, field trips, book clubs, Kindergarten "Garage Sale"
16. Time--clocks--tell time by the hour; tell when activity is over; match teacher-made clock to actual time
17. Stories--"Billy Goats Gruff"
18. Line activity
19. Amounts of milk one gets for snack
20. Containers--Which would hold more? (Use some that would be the same amount, but the shape is different)

KINDERGARTEN MATH ACTIVITIES (Continued)

Probability, Statistics

1. Graphing--snap blocks, eye color, birthday months, weather, plant growth, pets, family, bus riders, walkers, height chart, favorite colors, foods, P.T.A. membership, etc.
2. Block tower
3. Predictions--Which weighs more? Which holds more? What would be the outcome of a situation?--making reasonable guesses

Whole Number Addition

1. Roll call--How many absent? Boys? Girls? How many altogether?
2. Songs--one more than, one less than
3. Adding numbers--answers color coded to go with colored pictures
4. Manipulatives--joining groups of objects--flannel board and felt objects, magnetic objects on board, pegboard with objects to hang
5. Finger plays
6. Writing number sentences

Geometry

1. Shapes--trace shapes, shapes used in P.E., songs, blocks, puppets, art projects, related to everyday things (door is a rectangle); every student has set of shapes; teacher asks everyone to show a circle; teacher shows a triangle, and the students match it with theirs
2. Compare--sizes, heights, distances
3. Rhythmic activities
4. Name tags
5. Collages
6. Forming a straight line, circle
7. Selection of shapes for working in centers
8. Color chart
9. Dot-to-dot drawings

KINDERGARTEN MATH ACTIVITIES (Continued)

Geometry (Continued)

10. Putting blocks away by shapes
11. Path from left to right
12. Top to bottom of page
13. Patterns for making wrapping paper
14. Patterns with beads and blocks
15. Find shapes in foods
16. Categorizing/classifying shapes, blocks
17. Observation of a part of an object that is a shape (Magic Box)

Problem Solving

1. Too few papers--How many more are needed?
2. Attendance
3. One-to-one correspondence--buttons to holes, coats to students, supplies
4. Sorting blocks for cleanup
5. How many students are allowed in each area?
6. Stories to figure out
7. How to space shapes on paper to get a particular number of them
8. Equal sharing
9. Dividing months into seasons
10. Riddles
11. Remembering--bus number, birthday, phone number, address
12. Voting
13. Finding out how many more are needed, or how many are extras
14. Dividing paper into sections

THE END

When I was one,
I had just begun.

When I was two,
I was nearly new.

When I was three,
I was hardly me.

When I was four,
I was not much more.

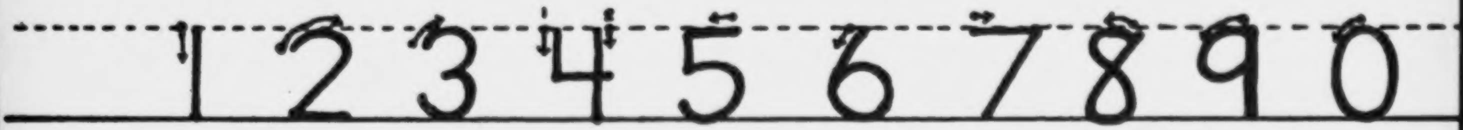
When I was five,
I was just alive.

But now I am six, I'm as clever as clever.
So I think I'll be six now forever and ever.

A. A. Milne

Number Formation

Grades K-2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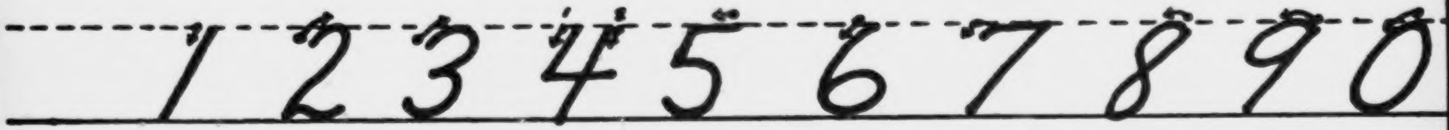
Grades 3-6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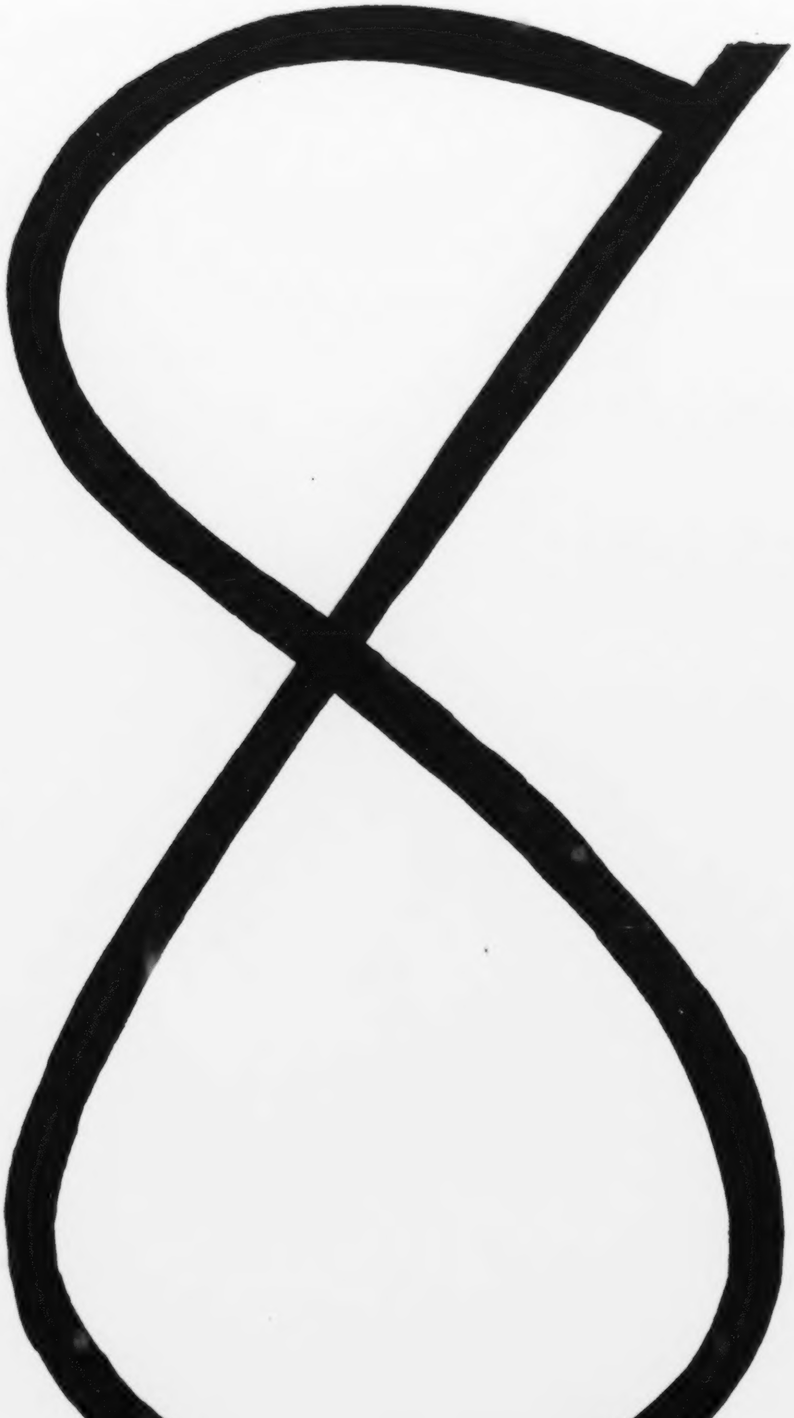

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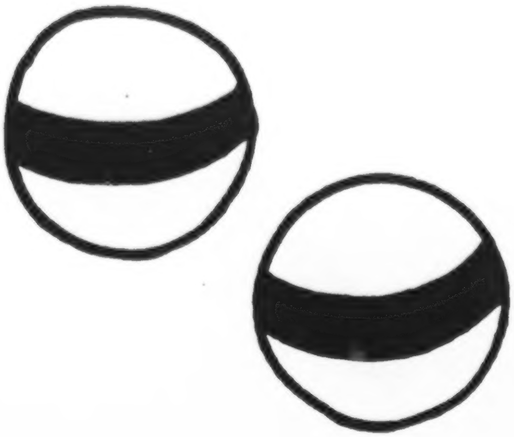

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Name

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3 1 3 2 3

3 5 8 3 1

Name

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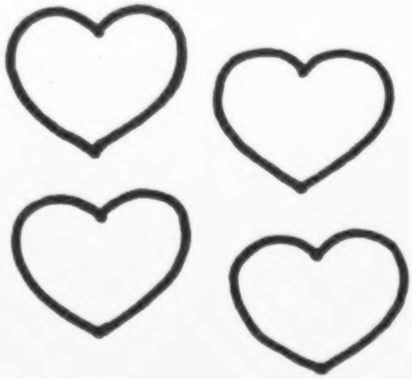

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4 1 9 H 4 A

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4 R 4 6 4 H

h 4 4 7 4 0

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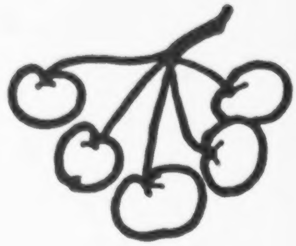

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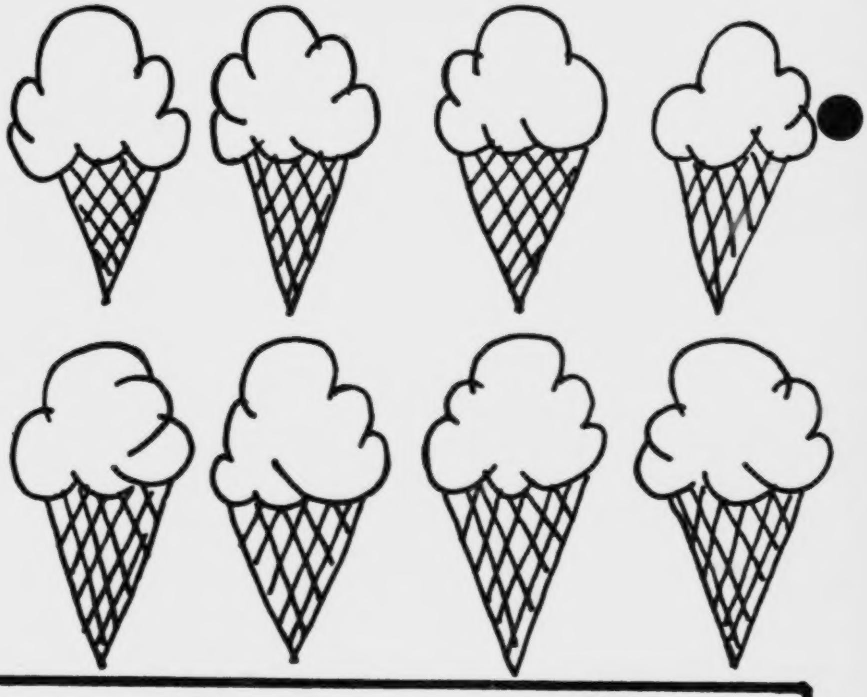

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OVERVIEW OF HEALTH EDUCATION, SCIENCE, AND SOCIAL STUDIES IN KINDERGARTEN

Content requirements, skills that are to be emphasized at the kindergarten level, and suggested activities/resource materials for these subject areas are contained within the following Board of Education-approved curriculum guides:

HEALTH EDUCATION -- Drug Education (Kindergarten Level), PGIN 7690-0508, 1979 Edition

Family Life and Human Development (Kindergarten Level), PGIN 7690-0502, 1984 (Revised)

SCIENCE -- Elementary Science (Kindergarten Level), PGIN 7690-1215, 1980 Edition (Reprinted in 1984)

SOCIAL STUDIES -- Learning with Others, PGIN 7690-1308, 1979 Edition

Because it is a widely accepted fact that so many things we want our kindergarten students to understand are interrelated throughout the disciplines, each teacher is encouraged to develop (whexever possible) selected concepts/skills with an interdisciplinary approach.

Topical Outlines of the curriculum guides follow this overview page. These have been written in order to assist the classroom teacher with the two-fold task of implementing the basic requirements of each program while at the same time planning interdisciplinary lessons. It is suggested that the outlines be utilized in conjunction with the Teachers' Interdisciplinary Planning Sheets (TIPS) that are a part of the Classroom Organization Section of this guide.

HEALTH EDUCATION

The four major teaching areas are:

1. Safety
2. Nutrition
3. Drug Education
4. Family Life and Human Development

From the DRUG EDUCATION CURRICULUM GUIDE, (Kindergarten Level), PGIN 7690-0508

A. ALL PEOPLE HAVE THE SAME KINDS OF NEEDS

1. Physical:
    a. food
    b. clothing
    c. shelter
    d. sleep and rest
2. Intellectual:
    a. discover
    b. retain
    c. understand
    d. conceptualize
3. Social:
    a. interact with others
    b. need to belong
4. Emotional:
    a. feel secure
    b. feel accepted and approved
    c. feel important

B. PEOPLE ATTEMPT TO SATISFY THEIR NEEDS IN DIFFERENT WAYS

1. Physical
2. Intellectual

(Same subgroupings as above.)

HEALTH EDUCATION (Continued)

B. (Continued)

   3. Social
   4. Emotional

C. FOUR BASIC FOOD GROUPS

D. MEDICINES

   1. Needed to stay well
   2. Needed to get well

E. DISTINGUISH BETWEEN A VARIETY OF EMOTIONS AND UNDERSTAND POSSIBLE CAUSES FOR BEHAVIOR

   1. People react differently to situations
   2. Everyone has a range of emotions used at different times and in different situations

From the FAMILY LIFE AND HUMAN DEVELOPMENT CURRICULUM GUIDE

(Kindergarten Level), PGIN 7690-0502, Revised, 1984

A. THERE ARE PRACTICES WITHIN A SOCIAL GROUP WHICH MAY BE BENEFICIAL OR HARMFUL TO HEALTH.

   1. family practices
   2. school practices
   3. peer group practices

B. EACH CHILD HAS A ROLE WITHIN THE SOCIAL GROUP OF WHICH HE/SHE IS A MEMBER.

   1. family
   2. school
   3. peer group
   4. community

C. ALL LIVING THINGS REPRODUCE THEIR OWN KIND.

1. human beings
2. animals
3. plants

D. EACH OF US HAS CHARACTERISTICS IMPORTANT TO TOTAL GROWTH AND DEVELOPMENT.

1. Everyone has his/her own pattern and rate of growth and development:
    a. physical
    b. social
    c. emotional
2. Things that contribute to the development of self-concept

E. PHYSICAL CHANGES INDICATE THE GROWTH AND DEVELOPMENT OF AN INDIVIDUAL.

1. Heredity determines the possible growth and development patterns of individuals.
2. Growth and development may be altered by:
    a. physical malfunction
    b. environmental conditions
    c. assimilated substances

SCIENCE

A. MATTER (*Concepts in Science*, Scheme B)

1. Kindergarten Concept: Matter is characterized by certain properties by which it can be identified and classified.

    ** a. Classifying shapes
    * b. Different textures (touch)
    * c. Identifying colors (sight)
    d. Odors (smell)
    * e. Taste (of foods)
    * f. Differences in sounds (hearing)
    * g. Weight
    * h. Comparing weight and size

B. FORCE AND MOTION (*Concepts in Science*, Scheme A)

1. Kindergarten Concept: A force is needed to start, stop, or change the direction of motion.

    ** a. Motion
    * b. Gravity
    * c. Friction
    * d. Lifting things
    * e. Simple machines
    * f. Magnets

C. LIVING THINGS (*Concepts in Science*, Scheme E)

1. Kindergarten Concept: Animals may differ in structure, but they have common needs and similar life activities.

    a. Fish
    * b. Snails
    c. Turtles
    d. White rats
    e. Hens and chicks
    f. Moths

C. LIVING THINGS (Continued)

1. (Continued)

   g. Dinosaurs

   * h. Classifying animals (likenesses and differences)

2. Kindergarten Concept: Plants may differ in structure, but they have common needs and similar life activities.

   * a. Seeds

   * b. Seed plants

   * c. Trees

   d. Water plants

   e. Search for living things

   f. Farms

3. Kindergarten Concept: Living things differ in structure, but they have common needs and similar life activities.

   a. Life activities of children

   b. Living things--a review of concepts

* Classroom Investigation(s) Available

SOCIAL STUDIES

From the SOCIAL STUDIES CURRICULUM GUIDE: Learning with Others
PGIN 7690-1308, 1979 Edition

A. LEARNING HOW TO PLAY AND WORK WITH OTHERS

1. Following rules
2. Take care of equipment
3. Follow directions
4. Practice safety
5. Take turns, respect others, use proper manners, etc.
6. Sharing with others
7. Helping others
8. Working in groups
9. How actions/attitudes affect others
10. Developing responsibility

B. AWARENESS OF OUR UNIQUE CHARACTERISTICS

1. Physical characteristics:
    - a. Recognize many parts of the body and their functions
    - b. Use of hands/thumbs
    - c. Physical characteristics common to everyone
2. Our uniqueness:
    - a. Describing themselves
    - b. Unique physical characteristics of themselves and others
    - c. Ways in which they are alike and different from others
3. How we have changed:
    - a. How they have changed since birth
    - b. Predicting further changes
    - c. Comparing earlier and present behavior

C. HOW CAN WE HELP OURSELVES?

1. Dressing properly:
   - a. Skills involved in dressing
   - b. Selecting clothes that are appropriate for the season, weather, and the occasion
2. Foods that will keep us healthy:
   - a. The four (4) basic food groups
   - b. Classifying foods according to breakfast, lunch, and dinner
   - c. Classifying fruits and vegetables according to shape, color, and size
   - d. Matching meats with the animals from which they come
   - e. Planning a menu together
3. Care for our teeth:
   - a. The three (3) basic functions of their teeth
   - b. Developing positive attitudes about visiting the dentist and taking care of their teeth
   - c. Identifying foods which will help clean their teeth

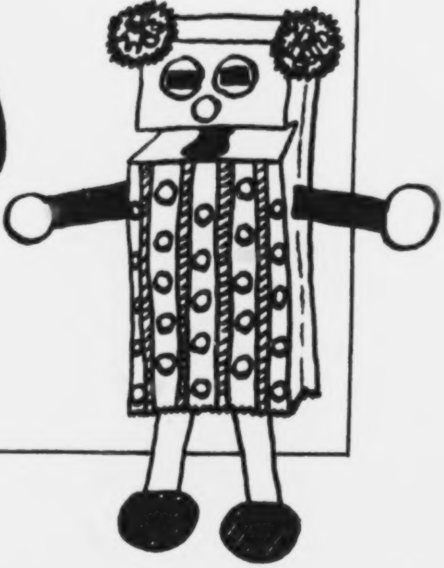
ART

Art in the kindergarten program should provide sequential skill development for each student in painting, drawing, cutting and pasting, modeling, and constructing as basic art experiences.

The yearly art plan and lessons from Art in the Awakening Years (K-6) are reproduced in this section as well as additional art activities. One teacher-directed lesson from the skills sequence is to be taught each week. The skills may be taught using specific lessons from the guide or comparable activities. Additional opportunities for art activities may be scheduled as part of other content/skills lessons or may be made available for independent use.

K

grade k



LINE (point)

The Student:

- learns that line is an element of design.
- recognizes that line is a path between two points, having length, direction, and very slight width.
- identifies and observes line in the environment.

- recognizes that a VARIETY of tools and objects creates lines.
- recognizes that lines have VARIETY, e.g., straight, curvy, wavy, bumpy, zigzag, thick, and thin.
- discovers that lines can make shapes.

SHAPE

The Student:

- learns that shape is an element of design.
- recognizes that shape is a two-dimensional defined area.
- identifies and observes shape in the environment.

- recognizes that shapes can be large or small.
- identifies circles, squares, triangles, and rectangles.
- combines small shapes to make an object or larger shape.

FORM

The Student:

- learns that form is an element of design.
- recognizes that a form is an object with three dimensions - height, width, and thickness.
- identifies and observes forms in the environment.

TEXTURE (pattern)

The Student:

- learns that texture (pattern) is an element of design.
- recognizes that texture is a surface quality which is tactile (can be felt when touched).
- recognizes that pattern is the REPETITION of colors, lines, and shapes in an orderly manner.
- identifies and observes pattern and texture in the environment.

- identifies a VARIETY of textures, e.g., soft or hard; rough or smooth.
- experiments with using a VARIETY of textured materials.
- makes spontaneous all-over designs by REPETITION of lines, shapes, colors, and textures in random fashion.

SPACE

The Student·

- learns that space is an element of design.
- recognizes that space is an area between or within shapes or objects.
- identifies and observes space in the environment.

- discovers that space is all around us.
- discovers that objects occupy space.
- recognizes that space can be a working area, e.g., size and shape of paper.

COLOR (hue, value)

The Student:

- learns that color is an element of design.
- recognizes that color is a hue as well as a phenomenon of light.
- identifies and observes color in the environment.
- selects colors to express personal ideas and emotions.

KINDERGARTEN ELEMENTS OF DESIGN: Content and Skill Competencies

FORM
The Student:

. discovers that forms have thickness.
. learns that forms can be large or small.
. learns that forms can be light or heavy.
. discovers that forms can be solid or hollow.
. experiments with small forms to make large forms.

COLOR (hue, value)
The Student:

. identifies basic colors· i.e., red, yellow, blue, orange, green, violet.
. identifies brown, white, black, and gray.
. mixes colors freely.

DRAWING
The Student:

. draws with a variety of tools.
. makes use of the total working space (paper).
. draws different kinds of lines, e.g., straight, curvy, wavy, bumpy, zigzag, thick, thin.
. learns how lines can close shapes, both geometric and free-form.
. experiments with drawing basic geometric shapes in different sizes according to ability level.
. observes basic colors of familiar objects, e.g., brown for eyes, green for trees, etc.
. draws all-over designs in random fashion using basic shapes, basic colors, and different kinds of lines.
. uses a VARIETY of shapes, colors, and lines to draw symbols (or scribbles) for familiar objects (figures, animals, trees, buildings), to illustrate experiences, and to express emotions.
. draws familiar objects by attaching small parts to a larger part.
. learns to cover crayon drawings with a thin wash of tempera for crayon resist process.

PAINTING
The Student:

. learns to use and control easel brushes, sponges, and hands for painting.
. learns to control paint by wiping brush to avoid dripping or use of too much paint.
. paints over the total working space (paper).
. paints different kinds of lines, e.g., straight, curvy, zigzag, etc.
. enjoys paint as color by creating freely with paint; uses basic colors.
. paints both geometric and free-form shapes according to ability level in order to learn how lines close shapes.
. paints all-over random designs using basic colors, basic shapes, and different kinds of lines.
. uses a VARIETY of lines, shapes, and colors to paint symbols (or scribbles) for familiar objects (figures, animals, trees, buildings) to illustrate experiences, and to express emotions.
. paints objects by adding small parts to larger parts.

SCULPTURE
The Student:

. differentiates three-dimensional from two-dimensional objects by looking and touching.
. differentiates three-dimensional from two-dimensional objects by touch alone (reaches into box or bag without looking).
. looks at and handles a variety of three-dimensional objects to differentiate between large and small, light and heavy, hollow and solid.
. manipulates plasticene or baker's dough; makes balls, rolls, other forms; puts these together to make large forms.

COLLAGE AND CONSTRUCTION

The Student:

. learns to manipulate scissors for cutting paper; practices turning paper toward scissors when cutting; scissors' hand should not turn, should only open and close.
. pastes or glues by applying and spreading adhesive evenly with one finger; practices using proper amount of glue or paste.
. works over the total space (paper) for making collage pictures and designs.
. observes patterns and textures in natural and man-made objects, e.g., bark of a tree, clothing.
. glues or pastes pre-cut shapes of paper and patterned and textured fabrics to make all-over designs, objects, or pictures.
. conceptualizes shapes or objects by "drawing" their outlines in the air; practices cutting simple shapes freely from paper to make symbols for objects.
. makes a cut paper object or collage by adding small shapes to a larger shape.
. changes paper from flat to three-dimensional by folding, bending, rolling, curling, pleating, twisting; practices cutting spirals from precut circles or squares.
. adds small shapes and forms to large forms to make constructed objects, e.g., paper bag masks, paper sculpture, etc.

PRINTMAKING

The Student:

. uses fingers to draw lines and shapes in fingerpaint for printing.
. creates a variety of textures.
. repeats a shape with clarity.
. loads printing object with appropriate amount of paint.
. repeats colors randomly.
. explores the total working space (paper).

LETTERING AND LAYOUT

The Student:

. incorporates letter and number shapes into picture space.
. draws and decorates a letter shape in fingerpaint, tempera, crayon and markers.
. cuts a large letter shape free-hand.

WEAVING AND STITCHERY

The Student:

. uses alternate colors when weaving in and out.
. weaves with paper strips and a variety of textured materials (felt strips, yarn, etc.)
. threads a large needle.
. experiments with fastening ends of yarn.

ART MATERIALS

Purchased

- Crayons
- Chalk
- Markers
- Easel brushes (5/8", 7/8")
- Scissors (5" pointed or blunt)
- Large needles
- Tempera paint
- Finger paint
- Plasticene clay
- Baker's dough (flour, salt)
- Yarn
- Burlap scraps
- Felt scraps
- Stiff netting
- Papers: 9" x 12", 12" x 18", 18" x 24"
  - newsprint
  - manila
  - construction (assorted colors)
  - finger paint
- Project or mural paper
- Paste or glue

Found

- Newspapers
- Classified advertisements
- Wrapping paper
- Butcher's paper
- Magazines
- Wallpaper
- Paper bags
- Cardboard boxes
- Cardboard tubes
- Cardboard squares
- Egg cartons
- Fabric scraps
- Popsicle sticks
- Twigs
- Tin cans
- Baby food jars with lids
- Plastic containers or bowls
- TV trays
- Printing pad (TV tray with thin sponge or paper towel)
- Aluminum foil (from supermarket)
- Buttons
- Fur
- Feathers
- Old jewelry
- Miscellaneous objects for looking and touching
- Old shirts
- Aprons

September

1. LETTER DESIGN - Lettering and Layout

Content and Skill Competencies

The student:

- . discovers that lines can make shapes.
- . draws and decorates a letter shape.
- . incorporates letter shapes into picture space.
- . recognizes that space can be a working area.

The student draws a large letter shape, e.g., first name initial, to fill a 9" x 12" manila paper. Crayons are used to draw the letter shape, as well as to fill the remainder of the paper with objects, shapes, and other letters.

2. SHAPE AND COLOR DESIGN - Drawing

Content and Skill Competencies

The student·

- . identifies circles, squares, triangles and rectangles.
- . discovers that lines can make shapes.
- . learns how lines can close shapes.
- . identifies basic colors, i.e., red, yellow, etc.
- . draws all-over designs using basic shapes, basic colors, and different kinds of lines.
- . recognizes that a variety of tools and objects can create lines.

The student uses crayons in basic colors to outline one basic shape. The student should be encouraged to draw the shape freely in order to fill the total working space (paper). After the outline has been drawn, the student colors in and around the shape with chalk. (Some students may be able to draw several shapes in their designs.) Paper: newsprint, manila, bogus, or classified ad, 12" x 18" or 18" x 24".

October

3. WHERE I LIVE - Drawing Refer to Lesson 3

4. THIS IS ME - Drawing Refer to Lesson 4

5. PAPER BAG MASK - Collage and Construction

Content and Skill Competencies

The student

- . identifies circles, squares, triangles, and rectangles.
- . recognizes that texture is a surface quality that can be felt when touched.
- . adds small shapes and forms to a large form.
- . learns to glue pre-cut shapes of paper and patterned and textured fabrics to make features for mask.
- . discovers that space is all around us.
- . looks at and handles a three-dimensional object to differentiate between large and small, light and heavy, hollow and solid.

The student uses a large bag for the mask. The teacher or an older student assists with placing the bag over the head, cutting slits so the bag will fit, and finding placement for the eyes. The eyes are marked with a crayon, using circles, triangles, etc. After the bag is removed, the eyes are cut out. The mask is finished by using pre-cut shapes and scraps of paper, felt, cloth, yarn, buttons, etc. Crayons and paint may also be used. Students are encouraged to add as many details and facial features as possible. In wearing their masks, students learn about space and the qualities of three-dimensional objects.

November

6. SELF-PORTRAIT - Painting

Content and Skill Competencies

The student:
- discovers that lines can make shapes.
- uses a variety of lines, shapes, and colors to symbolize the human figure.
- learns that space is an element of design.
- selects colors to express personal ideas.
- learns to control paint by wiping brush to avoid dripping or use of too much paint.
- paints over the total working space (paper).

The student uses tempera paint to make a self-portrait as tall as the paper in his/her own way. The student usually outlines the shapes to make up the figure, part by part, and then fills in with other colors. Background colors and designs, or other objects, may be added to fill the space more completely. Encourage the students to become aware of body parts and clothing before the painting session. Paper: manila or classified ad, 18" x 24", used vertically.

7. SHAPE AND LINE DESIGN - Collage and Construction

Content and Skill Competencies

The student:
- recognizes that shape is a two-dimensional defined area.
- identifies circles, squares, triangles, and rectangles.
- identifies basic colors, i.e., red, blue, etc.
- pastes by applying and spreading adhesive evenly with one finger.
- practices using proper amount of paste.
- works over the total space (paper) to make a collage design.

The student experiments with making an all-over design using a variety of pre-cut basic shapes made from construction paper. One basic color may be used, or the student may use a variety of colored shapes. After the shapes have been pasted or glued to a 12" x 18" background paper, crayons may be used to make line designs on or around the shapes.

8. AN ANIMAL FRIEND - Collage and Construction Refer to Lesson 8

December

9. PLASTICENE GADGET PRINT - Printmaking

Content and Skill Competencies

The student:
- recognizes that pattern is the repetition of colors, lines, and shapes.
- creates a variety of textures.
- makes a spontaneous design by repetition of shapes, lines, and textures.
- loads printing object with appropriate amount of paint.
- repeats a shape with clarity.
- repeats colors randomly.

The student rolls plasticene into a smooth ball and flattens it. Using a pencil, popsicle stick, or twig, he/she makes a design by creating lines and textures on the flat surface. The textured shape is pressed into a printing pad of tempera paint. The student makes an all-over pattern on paper. Clay may be washed, air dried, and used again.

10. HOLIDAY ORNAMENTS - Sculpture

The student:

Content and Skill Competencies

- learns that form is an element of design.
- discovers that forms have thickness.
- differentiates three-dimensional from two-dimensional objects by looking and touching, and by touch alone.
- manipulates a modeling medium by rolling, pinching, pulling, and making balls.
- experiments with small forms to make large forms.
- discovers that objects occupy space.

RECIPE: 2 cups flour (not self-rising) ½ cup salt, hot tap water. Place salt in bowl, add tap water, stirring until salt dissolves. Add ½ cup flour at a time, stirring constantly. Knead 3-5 minutes, then cover with damp paper towel until ready to use.

LESSON: Give each child a 6" x 6" square of aluminum foil for a working and baking surface, and a golf ball size piece of Baker's Dough. Students may roll, flatten, pinch, pull, or add parts. Write child's name on foil before baking at 350° for one hour or until golden brown. Paint with tempera and shellac for permanency.

January

11. LINE DESIGN - Drawing

The student:

Content and Skill Competencies

- learns that line is an element of design.
- identifies and observes line in the environment.
- recognizes that line is a path between two points.
- recognizes that lines have variety, e.g., straight, curvy, bumpy, etc.
- draws different kinds of lines in random fashion to make an all-over design.
- learns to cover crayon drawing with a thin wash of tempera for crayon resist process.

The student draws a variety of lines (or just one kind of line) to make a design which fills the total working space (paper). Lines may be straight, curvy, wavy, bumpy, zigzag, thick or thin. The student should be encouraged to press firmly when using crayons. Several (or just one) basic color(s) might be used. When the line drawing is complete, the student covers the drawing with a thin coat of tempera for a crayon resist picture. Paper: manila, 12" x 18" or 18" x 24".

12. STITCHERY DESIGN - Weaving and Stitchery

The student:

Content and Skill Competencies

- experiments with using textured materials.
- selects colors to express personal ideas and emotions.
- threads a large needle.
- stitches or weaves with yarn.
- experiments with fastening ends of yarn.

The student stitches a variety of basic colors of yarn into stiff netting in a random fashion. A stitchery needle may be used, or a substitute for a needle might be preferred, e.g., stiffen ends of yarn with glue, use a small piece of masking tape around the end of the yarn, or use a bobby pin. Encourage the students to observe the textures of the materials they are using, i.e., the yarns and the netting.

13. PAPER STRIP SCULPTURE - Collage and Construction

Content and Skill Competencies

The student:
- . recognizes that space is an area between or within forms.
- . changes paper from flat to three-dimensional by folding, rolling, bending, curling and pleating, etc.
- . adds small forms to a large form.
- . identifies basic colors, and black and white.
- . practices cutting spirals.
- . learns to turn paper while cutting it.

The student experiments with ways to change paper from flat to three-dimensional using 1" or 1½" x 18" paper strips, each of a different basic color. The strips may be pleated, bent, rolled, twisted, humped, or folded. Two spirals, one black and one white may also be cut from a pre-cut circle and a pre-cut square. The completed strips are overlapped and interwoven in random fashion on a 12" x 18" construction paper background. The two spirals are added to provide interest and detail. When the arrangement is complete, the student glues or pastes the strips and spirals in place.

February

14. SEASONAL PICTURE - Painting

Content and Skill Competencies

The student:
- . identifies and observes shape and color in the environment.
- . identifies basic colors, i.e., red, green, etc.
- . paints free form shapes for familiar objects in order to learn how lines close shapes.
- . enjoys paint as color by using basic colors.
- . paints over the total working space (paper).

The student selects a large seasonal object, e.g., Halloween pumpkin, Christmas bell or tree, snowman or woman, Valentine, bunny for Easter, kite for spring, etc. The object is outlined in paint with one basic color to fill the total space (paper). The object is then painted freely with other basic colors. Background (the space left over) may also be painted with one or more colors. Paper: newsprint, manila, classified ad, 18" x 24" or 12" x 18".

15. USING FINGER PAINT - Painting

Content and Skill Competencies

The student:
- . paints an all-over random design using a variety of lines, shapes, and textures.
- . enjoys paint as color by creating freely with paint.
- . learns to use and control hands for painting.
- . paints over the total working space (paper).

The student experiments with using fingers and palms of hands to spread finger paint smoothly over the surface or space (paper). Then the student uses fingers and palms of hands to make various shapes, lines, or imprints in an experimental way. The student may or may not achieve a final product as the process is stressed at this age level for this art medium. Paper: finger paint paper.

March

16. MODELING EXPERIENCE - Sculpture   Refer to Lesson 16

17. LINE, SHAPE, AND COLOR DESIGN - Painting

Content and Skill Competencies

The student:

- learns that line, shape, and color are elements of design.
- identifies circles, squares, rectangles, and triangles.
- recognizes that shapes can be large or small.
- paints an all-over design using basic colors, basic shapes and different kinds of lines.
- mixes colors freely; enjoys paint as color.
- paints over the total working space (paper).

The student paints basic shapes in different sizes to fill the total space (paper). One or several basic colors may be used to outline the shapes. The student is encouraged to paint the insides of the shapes with other basic colors. After the shapes have been completed, lines of different kinds (or just one kind) may be painted around the shapes in order to fill the space more completely. Lines may be straight, curvy, zigzag, etc. Paper: newsprint, manila, or classified ad, 18" x 24".

18. THE FAMILY CAR - Painting   Refer to Lesson 18

April

19. EXPERIENCE PICTURE - Drawing

Competencies Content and Skill

The student:

- learns that space is an element of design.
- uses a variety of shapes, colors, and lines to illustrate experiences and express emotions.
- draws familiar objects by attaching small parts to a larger part.
- draws with a variety of tools.
- makes use of the total working space (paper).

The student may use one of several topics: "I am going shopping with Mom or Dad," "I am sharing my toys with a friend," "I am having a birthday party." The student is encouraged to recall and talk about the selected experience. Then, using basic colors (or just one basic color) the student draws freely using the total working space (paper). The student colors in the objects which have been outlined. The student might use only one, or a combination of drawing materials: crayon, chalk, and/or marker. Paper: newsprint, manila, bogus, classified ad, 12" x 18" or 18" x 24".

20. SHAPE DESIGN - Collage and Construction

Content and Skill Competencies

The student:

- learns that texture (pattern) is an element of design.
- recognizes that texture can be felt when touched.
- identifies and observes texture and pattern in the environment.
- identifies a variety of textures.
- glues pre-cut shapes of patterned and textured fabrics, felt, and wallpaper to make an all-over design.
- glues by applying adhesive evenly with one finger; uses proper amount of glue.

The student experiments with making an all-over design using a variety of pre-cut basic shapes made from different fabrics including felt. Wallpaper might also be included. The student moves the shapes until a pleasing arrangement has been found, and then glues them to a background surface such as construction paper or tagboard. The student is encouraged to touch the different fabrics and to talk about whether they feel rough or smooth, soft or hard.

May

21. SELF-PORTRAIT OF FACE - Collage and Construction

Content and Skill Competencies

The student:
. observes patterns and textures in natural and man-made objects.
. identifies a variety of textures (soft, hard, etc.)
. glues pre-cut shapes of paper and patterned and textured fabrics to make a picture.
. makes a collage by adding small shapes to a larger shape.
. glues by applying adhesive evenly with one finger, using proper amount of glue.

The student uses a pre-cut corrugated cardboard square as a base. Each student selects a pre-cut construction paper shape (circle or oval) for the face. Features and other details are added with cut paper, markers, paint, chalk, and crayons. Background should be completed.

22. NATURE MONOPRINT - Printmaking Refer to Lesson 22

23. FLAT PAPER BAG PUPPET - Collage and Construction Refer to Lesson 23

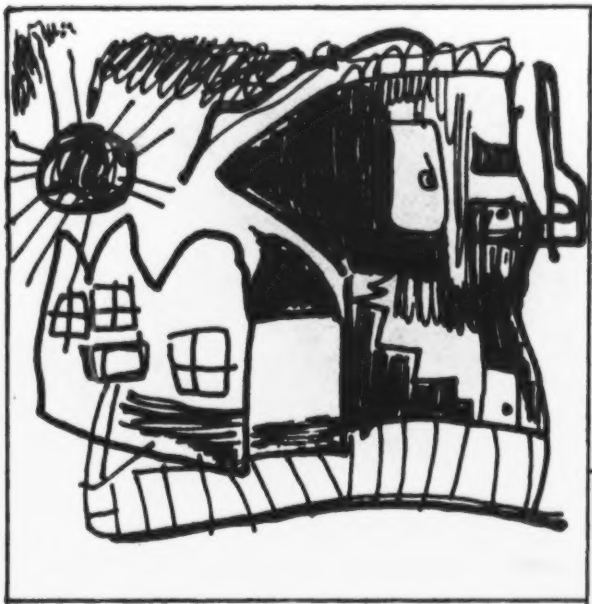
June

24. PAPER LETTER COLLAGE - Lettering and Layout Refer to Lesson 24

25. PAPER STRIP WEAVING - Weaving and Stitchery Refer to Lesson 25

GRADE K CONCEPT: Shape is an element of design.

LESSON 3 SKILL: Identification and observation of shape and color in the environment.



WHERE I LIVE
Crayon Drawing

MATERIALS

- Crayons (a box for each child or large containers to be shared)
- Manila paper, 12" x 18"

OBJECTIVES

The student:

- identifies circles, squares, triangles, and rectangles.
- experiments with drawing basic geometric shapes in different sizes.
- uses a variety of shapes, colors, and lines to draw symbols for buildings.
- recognizes that space can be a working area, e.g., size and shape of the paper.

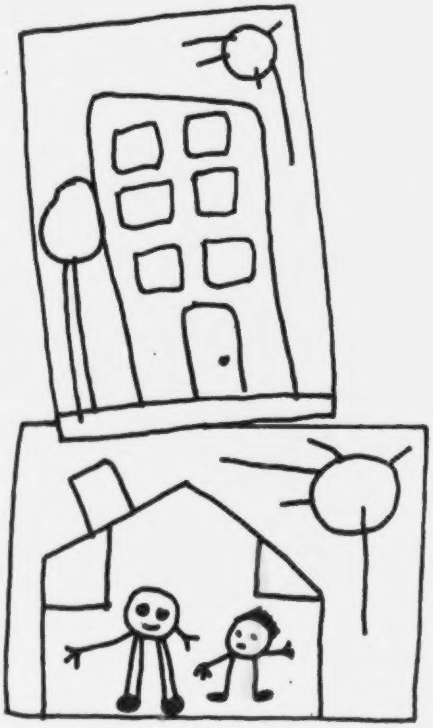
VOCABULARY

color shape square
triangle rectangle circle

STRATEGIES

- Review squares, triangles, and rectangles.
- Discuss types of homes in the community (houses, apartments, townhouses, mobile homes).
- Ask these questions:
  - "Which do you live in? What shape is your house or apartment building? Does it have a flat roof or a pointed roof?" (Help students relate these shapes to squares, triangles, rectangles. Be sure that students who live in apartments understand that you mean the whole building, not the individual apartment.)
  - "What color is your house or apartment building? Is it made of brick, wood, or something else?"
  - "Can you draw the shape of your house or building in the air? Can you put in the windows and doors, too?" (As students outline shapes, watch to see who needs help.)
  - "Is your house or building tall? Then use your paper this way." (Demonstrate.) "Is it long? Then use your paper this way."

- . Give out materials and circulate among students. Encourage them to outline the shapes of their buildings, adding details and filling in with color as much as their maturity allows. If some students leave too much empty space in their drawings, ask them to show what is around their buildings or houses--such as yards, pavement, etc.



LEARNING EXPERIENCES

- . Draw the outline of a house or building with crayon.
- . Add details such as doors and windows.
- . Fill in outline with crayon.
- . Add details of environment around the dwelling, if space and interest allow.
- . Use a variety of colors.

EVALUATION

- . Did the students comprehend the general shape of their own dwellings?
- . Could they find any shapes that resembled squares, triangles, and rectangles in their own and other children's drawings?
- . Did they include details such as doors and windows?
- . Did they use a variety of colors in their pictures?

RELATED EXPERIENCES

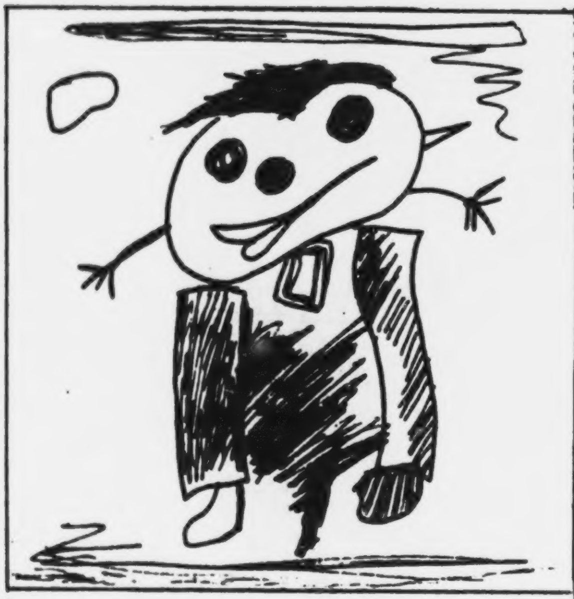
- . Draw a picture of another kind of home, such as a farm house, a townhouse, or a mobile home. What shape is it? Show the doors and windows.
- . Draw a picture of the school building.

GRADE K

LESSON 4

CONCEPT: A variety of shapes can be used to represent the human figure.

SKILL: Learning to cover a crayon drawing with a thin wash of tempera for crayon resist process.



THIS IS ME
Crayon Resist Drawing

MATERIALS

- . Manila paper, 12" x 18"
- . Crayons, bright colors and black
- . Thinned tempera paint in magenta and turquoise. (Add water to thin the tempera.)
- . Large containers for each color
- . Several large brushes for each color

ROOM ORGANIZATION

- . Arrange paint area on a table covered with newspapers.

OBJECTIVES

The student:

- . uses a variety of shapes, colors and lines to draw symbols for the human figure.
- . selects colors to express personal ideas.
- . learns to use the crayon as a tool.
- . makes use of the total working space (paper).
- . draws the human figure by combining parts to make a whole.

VOCABULARY

outline	crayon resist

STRATEGIES

- . Discuss with students the way they look in a mirror. Let them observe their classmates; then make a list of their observations about the human face and form.

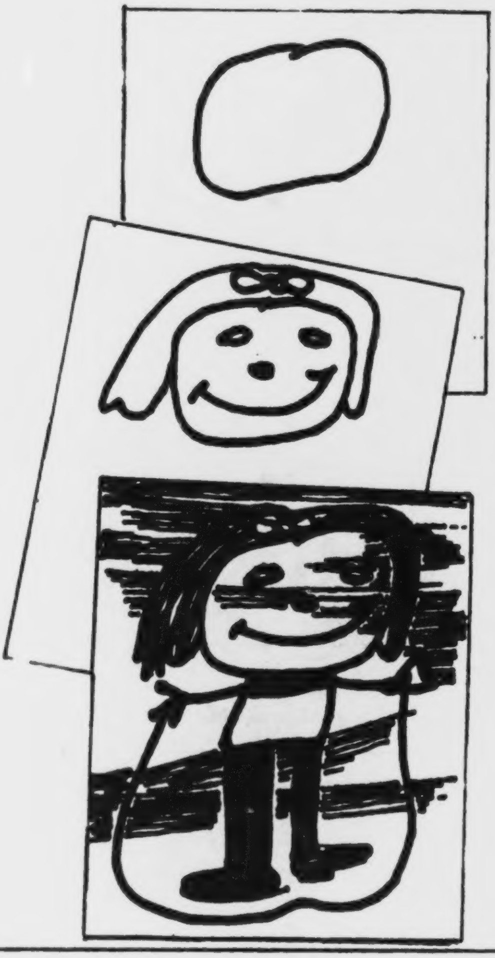
- . Direct students to use a black crayon to draw outlines of their bodies. Suggest that they draw the head near the top of the paper and "stretch" drawing so that their feet will be drawn near the bottom of the paper.

- . Ask students to decorate clothing with bright colors and remind them to include details such as zippers, shoelaces, buttons, eyeglasses, and so on. Suggest that they include anything that makes them special, such as freckles, using different shapes to show these details.

- . Stress that they press down heavily with bright crayons so that the drawings will be waxy.

- . When the first student completes a drawing, ask that student to brush across crayon marks with thinned paint, to demonstrate that the waxy areas of the picture resist the thinned paint.

- Using the crayon resist process, draw and decorate a picture of yourself.
- Use a black crayon to draw your head near the top of the paper.
- Draw your body next. "Stretch" drawing so that your feet will be drawn near the bottom of the paper.
- Add all of your features.
- Remember to add things that make you special, such as eyeglasses and freckles. Use different shapes to show these.
- Fill in your outline with bright colors. Press down heavily as you draw to make your picture very waxy.
- Brush one color of thinned paint across your drawing, using even strokes.



EVALUATION

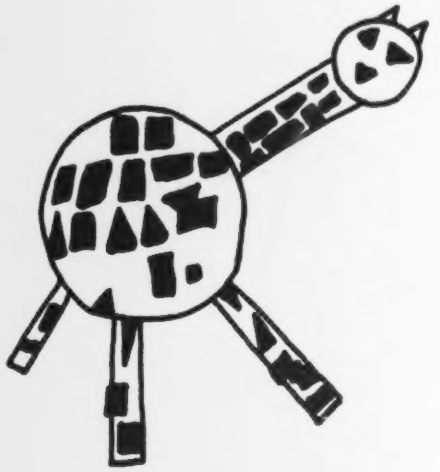
- Did students remember to make the drawings of themselves tall?
- Did they use a variety of shapes, colors and lines in their drawings?
- Did students fill up the total working space?
- Did they understand what is meant by crayon resist?

RELATED EXPERIENCES

- Use the crayon resist process to draw a picture of:
  - someone in your family
  - a friend
  - yourself in your Halloween costume.

GRADE K CONCEPT: There are several different kinds of geometric shapes.

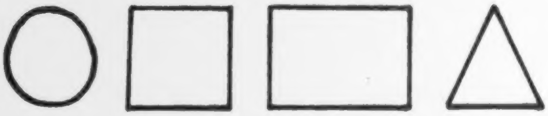
LESSON 8 SKILL: Learning to make a cut paper object by adding small shapes to a larger shape.



AN ANIMAL FRIEND
Collage and Construction

MATERIALS

- Construction paper shapes in many colors and sizes--circles, squares, rectangles, and triangles
- Construction paper scraps
- Construction paper for backgrounds, 12" x 18" or 18" x 24"
- Scissors, glue or paste



ROOM ORGANIZATION

- Make three or four paper stations, each with a variety of pre-cut shapes.
- Assign a small group to each station.

OBJECTIVES

The student:
- learns that shape is an element of design.
- identifies and observes shape in the environment.
- recognizes that shapes can be large or small.
- pastes by applying adhesive evenly and by using proper amount of paste.

VOCABULARY

shape circle square
rectangle triangle

STRATEGIES

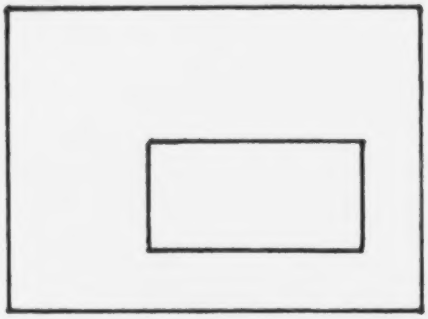
- Show a film, filmstrip, or pictures of animals--farm, pet, zoo, or woodland. Discuss these animals with the students. Ask the class:
  "What animals are large? Small? Which animals have short, fat legs? What animal has legs that are tall and thin? What kinds of tails do the animals have? What kinds of ears? What animal would you like to make from these brightly colored papers?"
- Show the students some large shapes made of construction paper--a circle, square, triangle, and rectangle. Discuss these shapes and the shape names. Play a matching game using duplicate shapes.
- Next, ask the students how they might use the shapes to make their animals. You might say:
  "What shape would make a good body? What shape would be best for the head? What could these long, thin shapes be used for?"

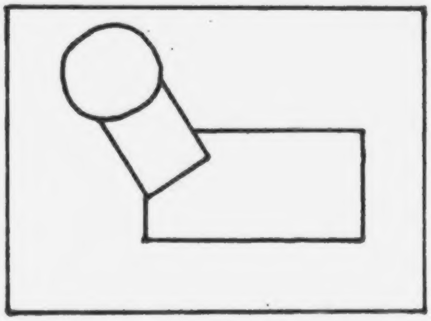
- Make sure the students understand how to use the paper stations. Demonstrate the correct way to glue or paste. Use a small amount, spread evenly, and press firmly in place.
- To begin their pictures, suggest that each student choose one large shape for the body. After this has been glued in place, other shapes can be selected to complete the animal picture.
- Encourage the students to cut out additional pieces and shapes of their own for details and decorations.

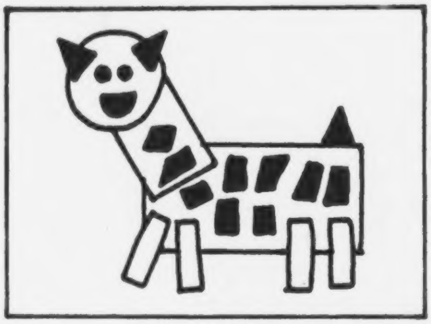
LEARNING EXPERIENCES

Using pre-cut shapes in basic geometric designs, make a picture of a familiar animal.

- Learn about basic shapes.
- Choose a background paper.
- Select a large shape to use for body of animal; glue to background paper.
- Choose smaller shapes for the head, legs, tail, ears, etc. Glue these in place.
- Use scraps or cut-outs of your own for details or decorations.







EVALUATION

- Were students able to match shapes with names of shapes?
- Did they combine large and small shapes?
- Do finished products resemble animal forms?
- Have students shown increased skill in using paste or glue?

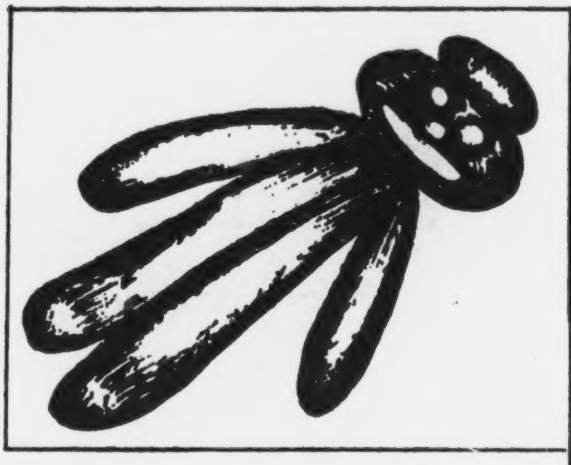
RELATED EXPERIENCES

Children might use pre-cut shapes to make pictures on any of these topics:

- Houses
- Cars
- Trains
- Boats
- Self-portraits
- Faces

GRADE K CONCEPT: Form is an element of design.

LESSON 16 SKILL: Manipulation of a modeling material.



MODELING EXPERIENCE
Sculpture

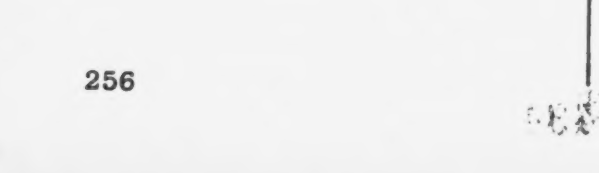
MATERIALS

- Non-hardening clay, ½ lb. balls
- Pencils, small sticks, or twigs
- Newspapers to cover work area

ROOM ORGANIZATION

- Set up a work area for a small group of students in one corner or part of the room.

  NOTE: Keep non-hardening clay in good working condition by storing it in an airtight container.



OBJECTIVES

The student:
- identifies and observes space and form in the environment.
- discovers that three-dimensional objects have height and thickness.
- discovers that objects occupy space.
- manipulates a modeling material to make balls, rolls, and other forms.
- experiments with small forms to make a large form.

VOCABULARY

clay

form

STRATEGIES

- Encourage the students to experiment with their clay. You might ask:

  "What can we do with our clay? Can we squeeze it? Can we pull it? Will it break apart? How can we shape it into something we want to make?" (At first, students will probably make balls, coils, or invented shapes. Some may flatten their clay into simple pancake shapes. Later, students may join these shapes to make simple figures--people, animals, etc.)

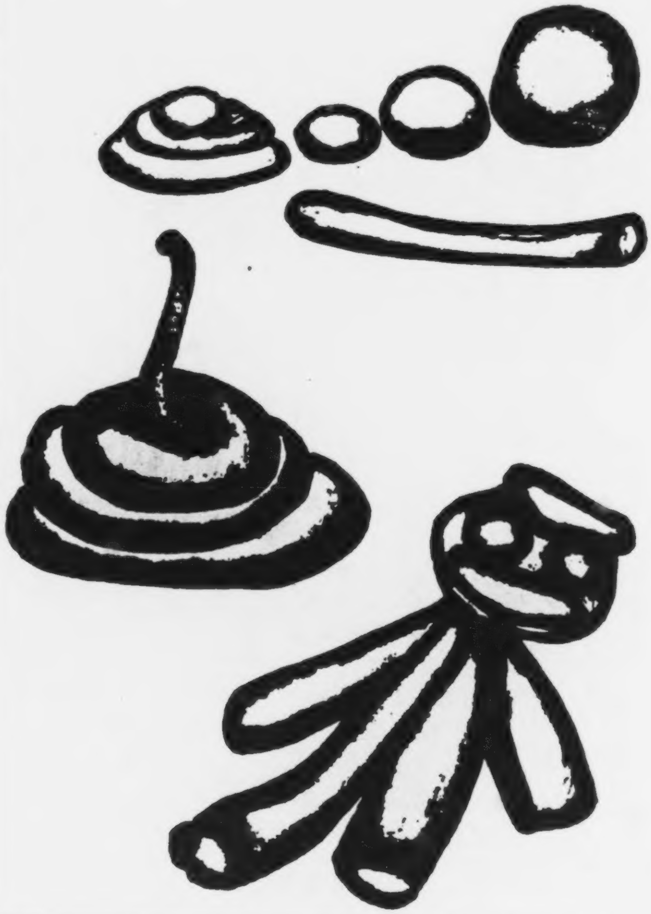
NOTE: Most young students of this age enjoy working with clay as a purely manipulative experience. They should not be expected to make anything "real", such as a figure of a person or an animal until they are ready. Some students may spend several sessions making parts of figures which they do not assemble--balls, coils, and other shapes representing heads, arms, legs, etc.

- Have students use their fingers or simple wooden sticks to make marks or designs on the surface of their clay.
- As the students work, encourage them to talk about what they are making. Help them to discover that their objects are forms having thickness (three-dimensional).

LEARNING EXPERIENCES

Learn how to use non-hardening clay.

- Experiment with clay: pinch it, pull it, flatten it, break it apart, shape it.
- Join clay parts in your own way to make figures or "things." (optional)
- Use wooden sticks or fingers to mark on clay surface.
- Talk about what you are making, or make up a story about it later.



EVALUATION

- Did the students learn to manipulate and form their clay into various three-dimensional shapes?
- Did some students join parts to make simple figures?
- Did the students appear to understand that three-dimensional objects have thickness?

RELATED EXPERIENCES

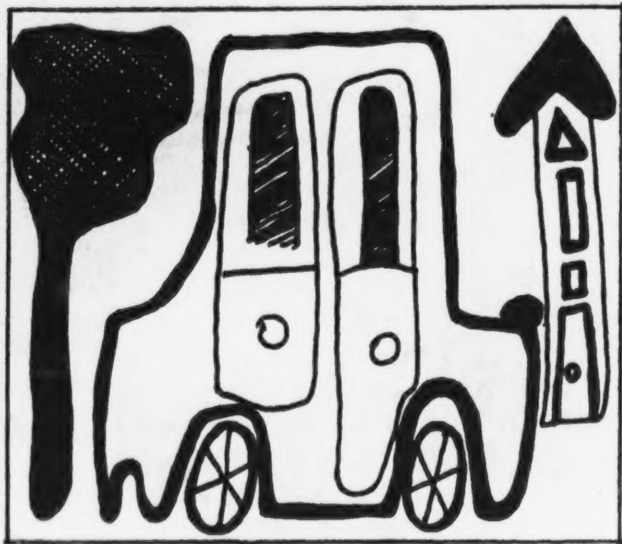
- Have balls of clay available for students to use as an independent activity.
- Use other modeling materials such as salt ceramic.

GRADE K

LESSON 18

CONCEPT: Small shapes can be combined with a large shape to make an object.

SKILL: Learning the use and control of easel brushes.



THE FAMILY CAR
Tempera Painting

MATERIALS

- Tempera paints - four sets, each set to include red, yellow, blue, orange, green, violet, white, black, brown and gray.
- Paint containers, such as baby food jars with lids
- Manila paper or newsprint, 18" x 24"
- Easel brushes, ½", for each paint container
- Newspapers to cover work areas
- Painting shirts

ROOM ORGANIZATION

- Arrange paint stations at four different places. Assign eight students to each paint station.

OBJECTIVES

The student:
- learns that shape is an element of design.
- recognizes that shapes can be large or small.
- identifies and observes color in the environment.
- selects colors to express personal ideas.
- paints over the total working space (paper).

VOCABULARY

color names	brush	paint

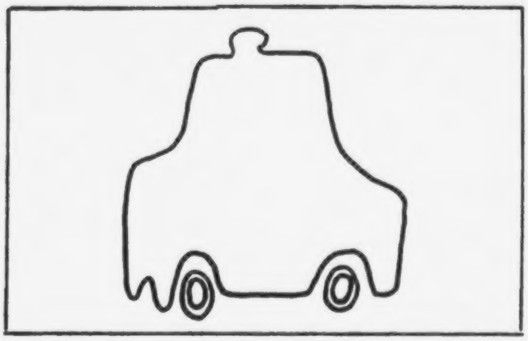
STRATEGIES

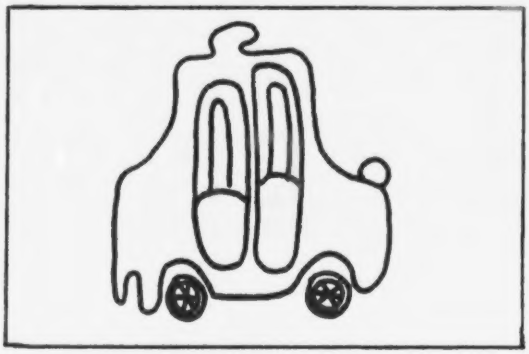
- Discuss working procedures:
  - Obtain paint from assigned stations.
  - Use one container at a time; return it to its proper station.
  - Wait your turn if a color is being used.
  - Keep paint jars away from edges of desks.
  - Keep each brush with its container.
  - Hold the brush near its handle, not near the bristles.
  - Wipe brush on edge of container to avoid dripping or use of too much paint.

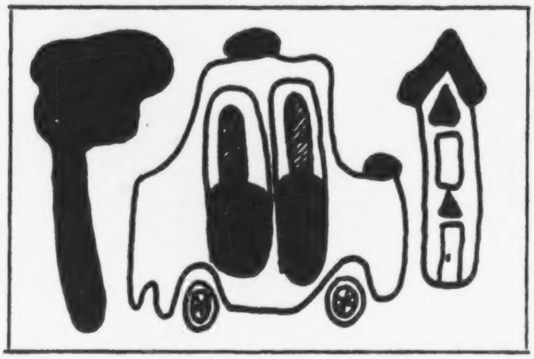
- Review basic shapes. Ask which shapes resemble the shape and parts of a car.
- List all of the main parts of a car.
- Suggest that students paint their family's car and include many details such as wheels, doors, windows, etc.
- Remind them to add ideas to the background around the car.

LEARNING EXPERIENCES

- Think about the family car. What is the shape of the car? What are the most important parts?
- Paint the shape of the car very big. Make it so large that it almost touches the edges of the paper.
- Now add as many parts to the inside and outside of the shape as you can recall.
- Paint the insides of these parts with many colors.
- Add more ideas around the car, using a variety of colors.







EVALUATION

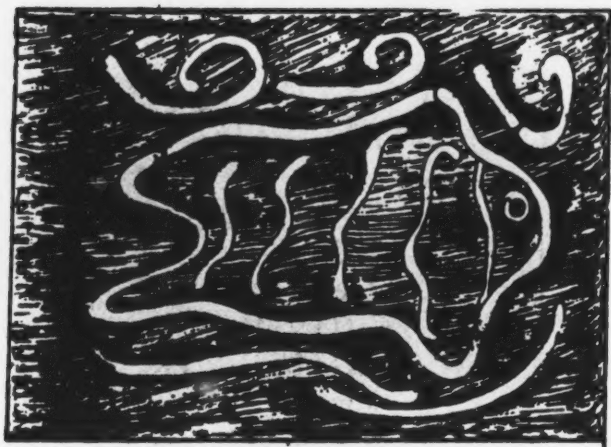
- Did the students use both large and small shapes in their pictures?
- Did they fill up the total working space?
- Did the students experiment with many colors?

RELATED EXPERIENCES

- Provide additional opportunities for painting lessons, using as topics: trains, airplanes, trucks, or boats.

GRADE K **CONCEPT:** Shapes can be repeated to make other shapes.

LESSON 22 **SKILL:** Learning to use fingers to draw lines and shapes in fingerpaint.



NATURE MONOPRINT
Printmaking

OBJECTIVES

The student:

- discovers that lines can make shapes.
- uses a variety of lines and shapes to make symbols for objects in nature.
- expresses emotions through spontaneous painting process.
- uses fingers to create a variety of textures.
- explores the total working space (paper).

VOCABULARY

fingerpaint monoprint spread press

MATERIALS

- Fingerpaint: yellow, green, red, and blue
- Fingerpaint paper or tray, 18" x 24" (If room has vinyl table tops, fingerpaint can be spread directly on tables, rather than on paper or tray.)
- Construction paper, 18" x 24", in pale colors
- Smocks, or old shirts, to protect clothing

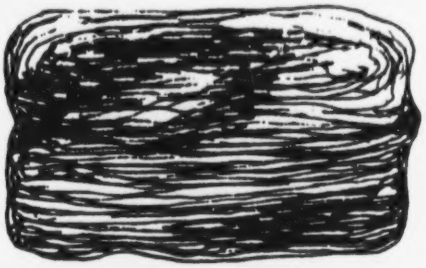
STRATEGIES

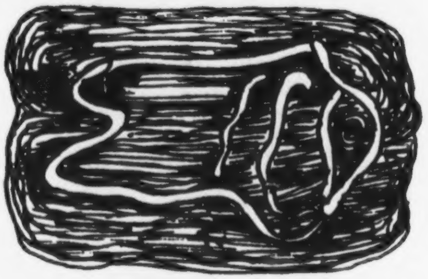
- Discuss the many ways students can use fingers to draw in fingerpaint.
- Demonstrate ways to use fingers to create a variety of textures.
- Emphasize the importance of using the whole working space.
- Write the word "monoprint" on the chalkboard.
- Demonstrate the process of making a monoprint from a fingerpainting, using one color.
- Show pictures of objects from nature, such as butterflies, flowers, birds, trees, and fish.
- Show students how to spread the fingerpaint over the work surface. (paper, tray, or table).

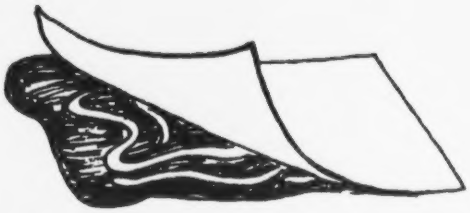
LEARNING EXPERIENCES

Make a fingerpainting. This will be used to make a monoprint.

- Use hand to spread fingerpaint over the entire work surface.
- Think of the hand as a "fingerbrush".
- Use the fingers of one hand to draw a picture of one of the following: a fish, a butterfly, a tree, a flower or a bird.
- Use the tips and knuckles of the fingers to create lines and textures.
- Cover the finished fingerpainting with another sheet of paper in a contrasting color.
- Rub the paper evenly with the clean hand.
- Lift the monoprint off the fingerpainting by pulling evenly and carefully.
- Hang the pulled monoprint up to dry.







EVALUATION

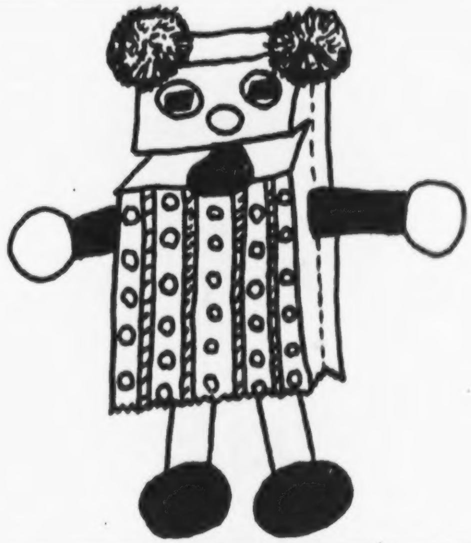
- Did the students use fingers to create lines and textures in the pictures?
- Did they draw a variety of lines and shapes?
- Do the monoprints look as interesting as the fingerpaintings?
- Did the students fill up the whole working space?
- Did each student complete a clear monoprint from the original painting?

RELATED EXPERIENCES

- Tell a story about the monoprint.
- Make a class booklet, using all of the students' monoprints.

GRADE K **CONCEPT:** Three-dimensional forms have thickness.

LESSON 23 **SKILL:** Learning to glue pre-cut shapes of paper, patterned and textured fabrics, and other materials to make the features and details of a puppet.



FLAT PAPER BAG PUPPET
Collage and Construction

OBJECTIVES

The student:

- identifies and observes shapes and forms that make up the human form.
- learns that shapes and forms can be large or small.
- adds small shapes and forms to a large form.
- experiments with using a variety of textured materials.

VOCABULARY

texture pattern

MATERIALS

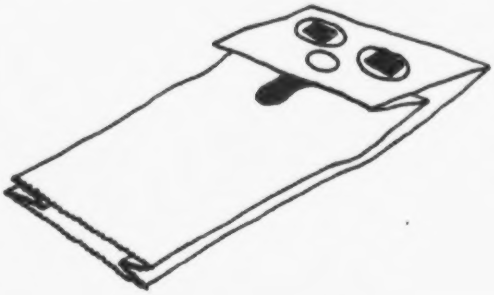
- Small paper bags with flat bottom (lunch size)
- Scissors and glue
- Construction paper scraps, assorted sizes and colors
- Scrap cloth, fur, or felt
- Yarn, rick-rack, buttons, or old beads
- Newspapers to cover desks or tables

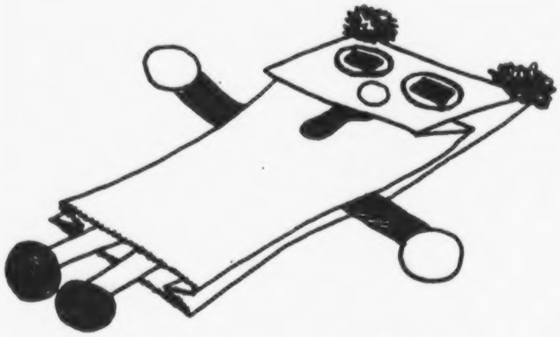
STRATEGIES

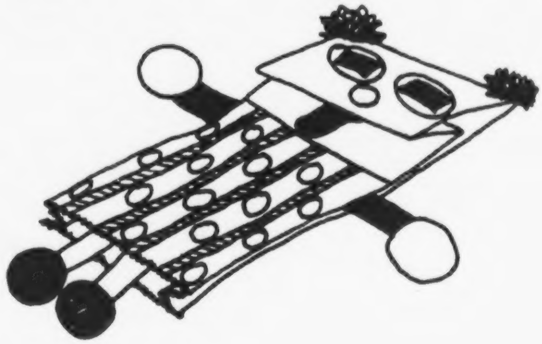
- Ask students to place one hand inside of their paper bag, and move their fingers up and down to control the bottom of bag.
- Talk with students about the different kinds of puppets that can be made out of the bag, such as a girl with yellow braids, an elephant with floppy ears, etc.
- Demonstrate ways that the mouth opening can be placed on the fold at bottom of bag, making the underside of the flap become the inside of the mouth.
- Make certain that students understand that the whole bottom of the bag then becomes the head of the puppet.
- Demonstrate ways of attaching arms, legs, and feet to the lower part of the bag to form the body. (Arms should be glued inside of the crease; legs should be glued to the front edge of the opening of the bag.)
- Discuss with students the many ways of using scrap materials for hair and decoration of clothing.

LEARNING EXPERIENCES

- Decide what puppet to make.
- Place paper bag on desk with the bottom of bag facing up. Use this part of the bag for the head of the puppet.
- Choose pre-cut shapes for the eyes, nose, and mouth. Glue these shapes to the face shape.
- Add yarn or paper strips to the puppet's head for hair.
- Glue arms and legs to the body of the puppet.
- Add details, decorations, and patterns to the lower part of the bag to make clothing. Use rick-rack, yarn, buttons, beads and other scrap materials for this purpose. (Crayons may also be used to decorate the clothing.)
- OPTIONAL: Decorate the back of the puppet, also.







EVALUATION

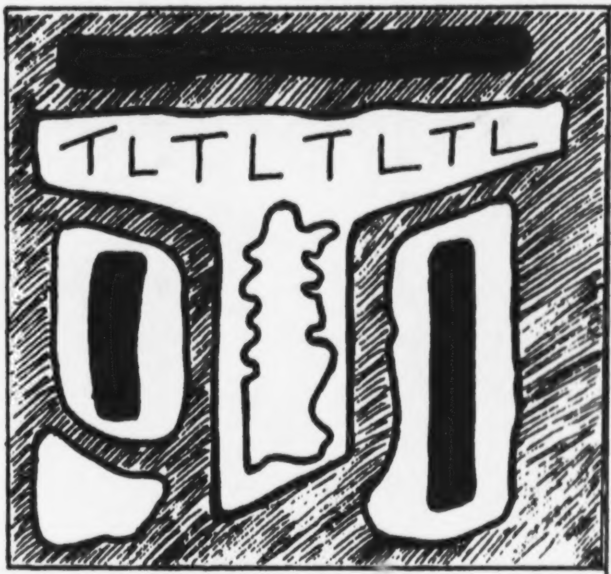
- Did students understand what is meant by three-dimensional forms?
- Were they able to identify shapes and forms that make up the human and animal forms?
- Did students learn to glue pre-cut shapes of patterned and textured fabrics to decorate the puppet's clothing?

RELATED EXPERIENCES

- Make a puppet of:
  - A new friend at school
  - Someone in your family
  - A favorite teacher

GRADE K CONCEPT: Space is an area between or within shapes.

LESSON 24 SKILL: Learning to cut paper while turning it.



PAPER LETTER COLLAGE
Lettering and Layout

OBJECTIVES

The student:
- conceptualizes a letter shape by drawing its outline in the air.
- cuts a large letter shape free-hand.
- incorporates letter shape into picture space.
- glues or pastes scrap paper shapes into collage background.
- decorates letter shapes and background with crayons.

VOCABULARY

free-hand decorate background

MATERIALS

- Construction paper, assorted colors, 6" x 9" and 9" x 12"
- Scissors
- Glue
- Crayons

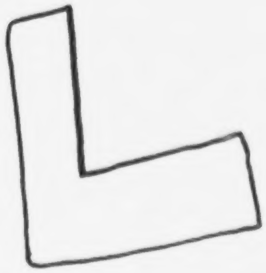
STRATEGIES

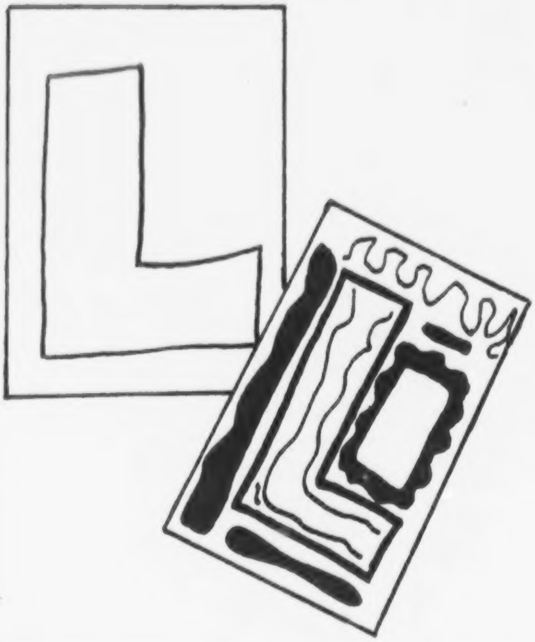
- Talk about the letters of the alphabet with class: how some letters are tall, some short, some round, some thin, etc.
- Demonstrate the way to draw different letters. Lead students in drawing letters in the air to conceptualize their outlines.
- Demonstrate how to manipulate scissors for cutting paper; turning paper toward scissors when cutting; scissors' hand should only open and close.
- Instruct students to choose a favorite letter to cut from the 6" x 9" paper. (Most students will be able to cut simple letter shapes, such as a T or an L.)
- Suggest that students add left-over shapes for their backgrounds.
- Demonstrate ways of decorating the shapes with crayons.

LEARNING EXPERIENCES

Cut a simple letter shape free-hand to make a letter collage.

- Review letter shapes.
- Choose a simple letter such as L or T to cut out.
- Cut this letter shape out of 6" x 9" paper, making the shape as large as possible.
- Glue letter to background paper.
- Use left-over shapes to glue on background around the letter.
- Decorate the letter shape and background with crayons.





EVALUATION

- Were students able to cut a letter shape free-hand?
- Were students able to turn paper while cutting?
- Were students able to incorporate letter shape into picture space?
- Did students decorate the letter shape and background with crayons?

RELATED EXPERIENCES

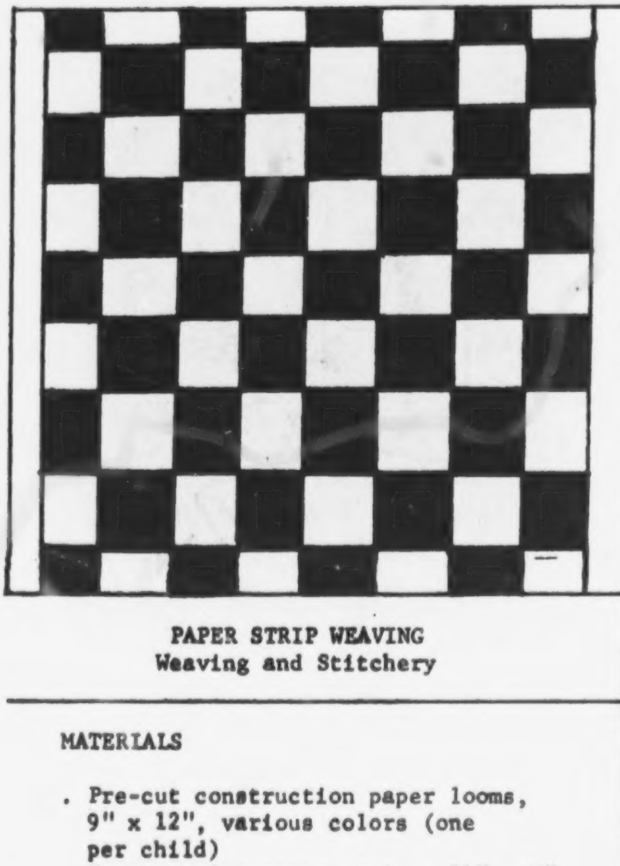
- Repeat the lesson using:
  - First name initial
  - A simple number
  - First name

GRADE K

LESSON 25

CONCEPT: Pattern is the repetition of colors, lines, and shapes in an orderly manner.

SKILL: Learning to manipulate paper strips for weaving over and under.



PAPER STRIP WEAVING
Weaving and Stitchery

OBJECTIVES

The student:

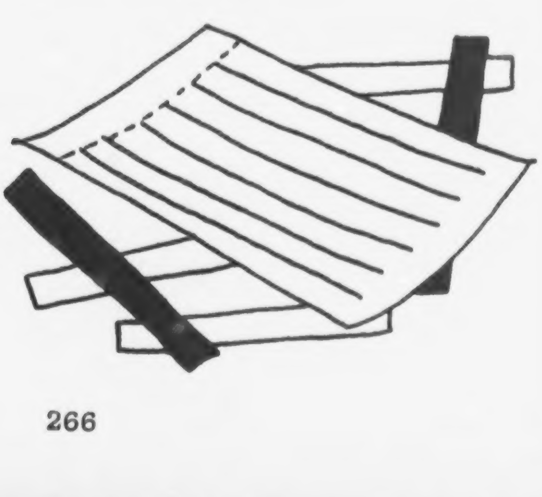
- identifies and observes pattern in the environment.
- learns to alternate paper strips over and under to make a checkerboard pattern.

VOCABULARY

weaving
loom
pattern
checkerboard

MATERIALS

- Pre-cut construction paper looms, 9" x 12", various colors (one per child)
- Construction paper strips, 1½" x 9", all one color, contrasting with looms (five per child)



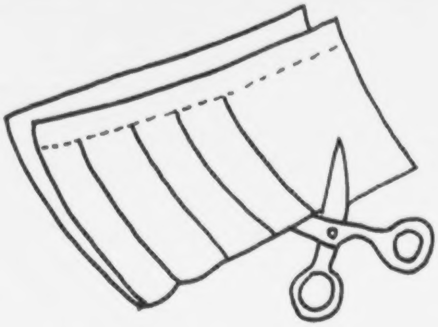
STRATEGIES

- Let students examine an actual checkerboard
  - How many colors do they see?
  - Can they identify the square shapes?
- Explain that colors and shapes that are repeated over and over again in the same way make a pattern.
  - Is anyone in the class wearing clothing that has a pattern like this?
  - What other patterns do the students see on their clothing?
- Show a completed paper weaving and explain that they can make their own checkerboard pattern with construction paper.
- Give out materials. Let students examine "loom." Demonstrate how a strip goes over and under.

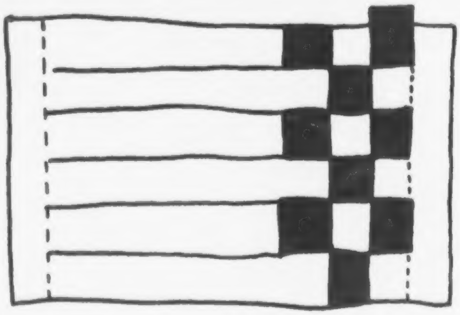
- Ask who would like to show the others how to do this. Let a few students demonstrate; then let all begin, following teacher's example as teacher weaves another strip through loom. Help students having difficulty, and let students who understand the process help others.
- Ask who can tell how to weave the second strip, and let them demonstrate. Be sure they understand how strips alternate.
- Let class weave the second strip, again following the teacher's example as teacher and class weave together.
- Move among students to assist with the weaving of the remaining strips.

LEARNING EXPERIENCES

- Weave paper strips through the pre-cut looms.
- Alternate each strip to form a checkerboard pattern.
- Push strips close together to make a firm weaving.



•FOLD PAPER. (CUT SEVERAL AT SAME TIME.)
•USING PAPER STRIP AS GUIDE, DRAW LINE ACROSS OPEN END.
•STARTING AT FOLD MAKE 5 CUTS SAME WIDTH AS STRIPS.
•ALLOW A LITTLE EXTRA ROOM FOR STRIPS BY CUTTING A BIT BEYOND GUIDELINE.



EVALUATION

- Were students able to weave over and under without becoming confused?
- How well did they understand the alternating "checkerboard" pattern?

RELATED EXPERIENCES

- Let students who can use scissors successfully try to cut their own looms by:
  - gluing a strip across one end of paper to serve as guideline.
  - making four or five cuts, stopping at guideline.
  - gluing another strip across open end to hold loom in place.
- Fold completed weaving in half. Add a handle to make a basket.

ADDITIONAL ART ACTIVITIES

Color Media

Activity/Procedure	Materials	Tips to Teachers
1. PAINTS		
Brush Painting Paper on easel Paper on floor Paper on table Paper outdoors on grass Wet paper	Liquid tempera or powder paint Brushes Newsprint and other paper Jars or juice cans for paint	If you mix your own paint, it is helpful to prepare a quantity and store in covered quart jars or detergent bottles. A drop or two of oil of wintergreen will keep the paint sweet. Occasionally cut the paper in different shapes.
Sponge-tube Painting Put paint in tubes Paint directly on paper or floor	Plastic stamp-moistening tube Tempera Paper (newsprint or manila)	
Q-tip Painting Use Q-tips as brushes Paint directly on paper, table, or floor	Q-tips Tempera Paper (newsprint or manila) Containers for paint	Paint purple polka dots on pink paper when teaching p. Muffin tins make good paint containers.
String Painting Fold paper in half. Unfold. Dip	Pieces of string of varying lengths	Good to do when teaching s.

ADDITIONAL ART ACTIVITIES

Color Media (Continued)

Activity/Procedure	Materials	Tips to Teachers
1. PAINTS (Continued)		
String Painting (Continued) string in paint. Place string on half of paper in a design. Fold other half of paper over string. Hold down with one hand. Pull out string with other hand. Carefully place several pieces of string, dipped in various colors. Fold paper over (or put second paper on top) and smooth. Remove top paper and carefully lift up string.	Tempera Paper Containers for paint	
Printing with Tin Cans The tin can makes a paint roller. Make a design using string or rope or cutouts of felt, and glue the design to the can. Be sure the glue is dry before printing. Put some paint in	Tin can Tempera Pie tin or deep plate Glue Paper Heavy string or rope Felt	This makes nice gift wrapping paper. When teaching r, glue rope on tin can and roll in paint.

ADDITIONAL ART ACTIVITIES

Color Media (Continued)

Activity/Procedure	Materials	Tips to Teachers
1. PAINTS (Continued)		
Printing with Tin Cans (Continued) a pie tin. Roll can in pie tin. Now roll the can over a sheet of paper. The rope or felt design will print the shapes.		
Finger Painting or Hand Painting	Commercially prepared finger paint Water	Finger paint when teaching f. Paint on table and print picture. See that the child wears a smock or apron. Large plastic garbage bag with holes cut for neck and arms makes a good smock.
Dough Painting Prepare dough. "Build" rather than "paint" a picture. You can add seeds, buttons, leaves, and other odds and ends to dough as part of the picture. Let dough dry.	Dough Tempera Containers for dough (muffin tins) Cardboard or heavy paper	**Recipe for dough:** 3/4 cup of flour 1/4 cup of salt water Add water a little at a time until mixture is consistency of cookie dough. Color dough with tempera.

ADDITIONAL ART ACTIVITIES

Color Media (Continued)

Activity/Procedure	Materials	Tips to Teachers
1. PAINTS (Continued)		
Dough Painting (Continued)		A hosiery box or meat container is good to use for this type of picture. Make dough when teaching d.
Soap Painting Prepare soapsuds of desired consistency. Dip colored soapsuds from containers with fingers and finger paint on brown paper. Allow time for soapsuds to dry.	Soapsuds Tempera Paper Containers (muffin tins)	Recipe: 1 cup dry detergent OR 2 cans liquid detergent 4 tbs. liquid starch Beat with egg beater until it is the consistency of thick marshmallow frosting. Color with tempera. Add starch if needed.
2. CRAYONS		
Drawing on Newspaper Cover paper using side of crayon for large area and pointed end for outlines. Tear drawings for an effective finish and mount on colored paper.	Want-ad sections of newspapers Crayons Colored paper	Crayons are more versatile with the paper removed. Black crayon is most effective for these drawings.

ADDITIONAL ART ACTIVITIES

Color Media (Continued)

Activity/Procedure	Materials	Tips to Teachers
2. CRAYONS (Continued)		
Leaf Rubbings Lay paper over leaf. Rub side of crayon over paper until leaf detail shows on paper.	Fresh leaves Newsprint, typing paper, onionskin paper Crayon Manila paper	Use this technique with other textures --sandpaper, meat trays, walls, fabric, coins, etc. Do in the fall or when teaching 1.
Stenciling Cut stencil design. Place stencil on cloth or paper. Rub crayon over stencil.	Paper for stencil Crayon Paper or cloth for application	If cloth is used, place completed work (face down) between two pieces of smooth paper and press with a hot iron.
Scribble Designs Scribble a design on paper. Color in each section with a different color.	Paper (manila or colored) construction) Crayon	This makes a good mural. After scribbling the design, try oiling the paper (mineral oil, salad oil, baby oil) before coloring each section. Spray or brush a clear lacquer over both sides of paper to make it more durable.
Cut a circle from decorated paper to fit inside a top from carton. Shellac and use as a pin tray.	Top from ice cream or cottage cheese carton (round)	This is a good gift.

ADDITIONAL ART ACTIVITIES

Color Media (Continued)

Activity/Procedure	Materials	Tips to Teacher
3. CHALK		
Dry Chalk Put one chalk color on top of another. Then rub the chalk with a finger to blend colors together. The colors will be soft and delicate.	Chalk of various colors and various sizes Paper (bogus or manila) or light-colored cloth Fixative	Smocks are necessary as chalk is messy. Provide damp sponges, wet or dry towels for wiping smudgy fingers while creating. You can use Kleenex, cotton, or paper napkins to blend chalk. Chalk smears and smudges easily. As soon as a picture is finished, use a fixative as a preservative. Spray starch is an inexpensive, clean fixative.
Chalk with Water Wet the paper, letting extra water drip off. Draw on wet paper with colored chalk. (Wetting paper intensifies the colors.)	Colored chalk Paper (bogus or manila) Water Fixative	
Wet Chalk Dip dry chalk into water frequently to dampen. Draw on paper.	Paper (manila or colored construction) White or colored chalk Containers of water Fixative	Picture should be on flat surface when sprayed.

ADDITIONAL ART ACTIVITIES

Color Media (Continued)

Activity/Procedure	Materials	Tips to Teachers
3. CHALK (Continued)		
Chalk with Starch Soak chalk in solution of starch and water (2-1). Draw on paper.	Colored chalk Manila paper Liquid laundry starch Water Containers for water and starch Fixative	This combination gives a textured effect. Colors glide on smoothly and are more rub-proof.
Spatter Chalking Wet the paper. Place stencil, leaf, or silhouette on wet paper. Rub chalk over screen. Let dry. Remove design.	Spatter painting screen Manila or colored construction paper White or colored chalk Water Stencil, leaf, silhouette Fixative	

ADDITIONAL ART ACTIVITIES

Manipulative Materials

Activity/Procedure	Materials	Tips to Teachers
1. **COLLAGES**	Almost anything	Materials other than paper need glue to stick. Glue kept in squeeze bottles is easy to handle. Beauty shops throw away squeeze bottles.
2. **YARN** **Sew with Yarn**		
Punch holes in paper and sew yarn through.	Paper punch Yarn Blunt needles Heavy paper or cardboard	Dip the end of yarn in glue or liquid starch. Let it dry and you do not need needles.
Make a picture. Punch holes to outline and sew yarn through.		Dip entire length of yarn in starch and let it dry before using.
Punch letters and sew.		Use yellow yarn when teaching y.
Make a pencil holder. Glue one end of yarn to top of can. Wind yarn tightly around the can. Glue other end of yarn to bottom.	Small orange juice can Heavy yarn (cotton yarn is good)	This makes a good gift for Mother's Day or Christmas.
3. **WHIPPED SOAP-MODELING**		
Add water to soap a little at a time.	Ivory Snow Water Bowl	It is easier for some to mix soap and water with a spoon.

Manipulative Materials (Continued)

Activity/Procedure	Materials	Tips to Teachers
3. WHIPPED SOAP-MODELING (Continued)		
Beat until it is the consistency of thick whipped cream. Color it if you like.	Egg beater Powder tempera	
Make balls for Christmas tree. Make hook of pipe cleaner. Stick tiny bits of red and green paper into soft ball for decoration.	Pipe cleaner Tiny bits of red and green construction paper	Soap models take a long time to dry.
Make a birthday cake. "Frost" box with whipped soap. Decorate as a birthday cake.	Round box or carton	This can be used repeatedly for birthdays at school.
4. PLASTER OF PARIS		
Make hand prints. Grease (Crisco) pie tin and child's hand. Make firm impression of hand in plaster.	Plaster of Paris Pie tin Vegetable shortening Paint (enamel paint preferred)	Good for gifts. This is a teacher-controlled project.
Model fruits, vegetables, meats, dishes for housekeeping conmar. Paint appropriately; fix with shallac.	Plaster of Paris Paint Shellac	Plaster of Paris is inexpensive, harmless, and easy to handle. There are a few simple rules: Work with small amounts at all times as it hardens quickly.

ADDITIONAL ART ACTIVITIES

Manipulative Materials (Continued)

Activity/Procedure	Materials	Tips to Teachers
4. **PLASTER OF PARIS** (Continued)		Add powder to the water in a clean tin can. As a rule, it takes two parts powder to one part water.
Make fossils when teaching f.	Plaster of Paris Small tins or jar lids Bones, shells, sticks, etc.	Take "fossils" out of plaster just before hardening.
Paperweight		
Put small amount of Plaster of Paris in a cup. Insert plastic flower into plaster while still soft. Paint after it dries. Fix with shellac.	Plaster of Paris Tempera Plastic flowers Paper cups Shellac	

ADDITIONAL ART ACTIVITIES

Special Creative Activities

Activity/Procedure	Materials	Tips to Teachers
1. **DOG OR CAT FROM FOLDED PAPER**		
Fold square into a triangle. Fold corners of long edge down or up to make ears. Cut out eyes, nose, and long red tongue and paste.	Square of paper Scissors Colored paper Paste	
2. **BUNNY EARS**		
Make tall bunny ears. Paste on strip of paper. Paste strip together for headband.	Scissors Strip of paper (2" x 14") Heavy paper Crayons Paste	
Cut top of paper bag into bunny ears. Paste or staple tips of ears together. (Nice Easter basket.)		Bakery stores sell white bags.
Cut out bunny ears and paste on paper plate.		
3. **PAPER BAG PUMPKIN**		
Fill bag half full with crumpled newspaper. Tie with string. Paint pumpkin orange. Paint stem green.	Small paper bag Newspaper String Tempera (orange and green)	Children may make other fruits or vegetables this same way.

ADDITIONAL ART ACTIVITIES

Special Creative Activities (Continued)

Activity/Procedure	Materials	Tips to Teachers
4. **JUICE CAN PENCIL HOLDER**		
Dye and crush egg shells. Paint juice can. Sprinkle with dyed, crushed egg shells while still wet.	Juice can Enamel paint Egg shells Food coloring	This makes a good gift.
5. **INDIANS**		
Headbands and Bracelets		
Measure tape to fit head or wrist. Dye rice in food coloring. Put rice close together on sticky side of tape to within 1" of ends. Form headband or bracelet by sticking ends together.	Masking tape or colored mystic tape Rice Food coloring	Put rice in muffin tins.
Indian Rattle		
Tape one end of cardboard tube. Put in pebbles. Tape other end. Decorate with Indian designs.	Cardboard tube (toilet paper) Construction paper Scissors Paste Pebbles Masking tape	Children might prefer decorating with paints or crayons.

ADDITIONAL ART ACTIVITIES

Special Creative Activities (Continued)

Activity/Procedure	Materials	Tips to Teachers
5. **INDIANS** (Continued)		
Indian Jacket		
Unfold bottom of large paper bag. This will be the top of the jacket. Cut neck opening in bottom fold. Cut topside of bag in half lengthwise for front opening. Fold jacket in half so that shoulders meet. Cut armholes along top side folds. Round bottom edges. Fringe the bottom. Decorate the jacket.	Large paper bag Scissors Paste or glue Tempera Crayons Any odds and ends for decoration	This is a simple costume for dramatic activities. It need not be for Indians only.
6. **MACARONI**		
Make candle holders. Glue macaroni to styrofoam base holder. Paint.	Styrofoam base Macaroni Tempera Glue	Good for Hanukkah or Christmas gifts. You can dye the macaroni before gluing to base. Use food coloring.
Make necklaces or bracelets. Dye macaroni. String macaroni.	Macaroni Food coloring Blunt needles Yarn or string	Make macaroni jewelry when teaching j.
7. **MAKE BUTTERFLY PINS**		
Cut a butterfly from construction paper.	Peanuts Crayons Glue	Spray gold paint lightly for a gilded ornament.

ADDITIONAL ART ACTIVITIES

Special Creative Activities (Continued)

Activity/Procedure	Materials	Tips to Teachers
7. MAKE BUTTERFLY PINS (Continued) Glue peanut on for body. Glue straws for antennae. Paint. Fasten safety pin in reverse.	Construction paper Straws Paint Safety pins	
8. SPOOL PEOPLE OR ANIMALS Collect spools of different sizes and shapes. Make these and the other materials available to children.	Spools Glue Wire or pipe cleaners Scraps of material	Any materials you have collected for collages will be useful. The mothers will help save spools, scraps, and other treasures.
9. PUPPETS Flat Puppets Draw a figure or find one in a magazine and cut it out. Paste figure to a stick which is long enough to hold puppet above the stage while the hand remains below. Make small figures. Cut two holes at bottom to put index and middle fingers through.	Paper Crayons or tempera Scissors Glue or paste Tongue depressors, popsicle sticks, etc.	Make puppets when teaching p.

ADDITIONAL ART ACTIVITIES

Special Creative Activities (Continued)

Activity/Procedure	Materials	Tips to Teachers
9. PUPPETS (Continued) Solid Puppets		
Hand puppets are the easiest for and most popular with young children. The heads are the most important part. These can be made of: papier-mache or paper stripping rubber balls Cored apples (varnish) old tennis balls cloth-covered ball of cotton vegetables paper bags (with or without stuffing) A toilet paper roll head is put on the index finger. The thumb and middle finger make arms.	Paste or glue Scissors Paper Cloth Balls Bags Wood shavings Spools Yarn Newspaper Cotton Paint Crayons "Odds and ends" Thumbtacks	Hollow balls make excellent puppets. Just make a finger hole and decorate.

MUSIC

Music is inherent in all of us. It is a vital part of the everyday living experiences of young children. Music brings beauty, enjoyment, and new creative opportunities to the lives of children. From infancy on, most children display an interest in and love for music.

A good kindergarten program provides many opportunities to enjoy music for its own sake as well as allowing for informal or spontaneous music expression. The kindergarten teacher is concerned with all areas of a well-balanced music program: singing, responding rhythmically to music, playing simple instruments, and creating.

See the building music teacher for all suggested recordings.

RHYTHMIC EXPRESSION

The child's natural response to the rhythmic content of music is in bodily activity. After children have created many patterns with sound and movement, they will be ready to adapt themselves to patterns set by the music.

There is sequential development of children's abilities to express themselves through movement:

-- The children move first making random movements using large muscles.

-- They move rhythmically their own way.

-- They move rhythmically their own way but respond when the teacher emphasizes their movement with an accompaniment.

-- They move at a fast tempo before they conform to slower tempos.

-- They adjust bodily movement to the accompaniment which involves contrasts (slow and fast, light and heavy).

RHYTHMIC EXPRESSION

Skills and Activities	Tips and Resources
1. Respond to children as they move rhythmically.	1. Use an instrument (rhythm or musical), hands, or feet to pick up their natural movement.
2. Provide materials which encourage children to experiment with movement.	2. Use scarves, balloons, balls, strips of crepe paper, etc.
3. Use chants to accent the beat as children step, clap, or hop.	3. Example: "Stamp, stamp, hear our feet; stamp, stamp, down the street."
4. Play singing games and sing action songs.	4. a. The teacher may want to start at first with a small group. b. Many times the words of the song suggest the movement; such as, "I am going walking" in this song. c. Have the children create other verses; such as, "I am going skating" or "I am going swimming."
5. Play rhythm instruments informally.	5. a. Let the children experiment throughout the day with the instruments. b. Use the instruments outside.
6. Accompany songs about instruments.	6. One way of introducing rhythm instruments to five-year-olds is by using songs about particular instruments.

RHYTHMIC EXPRESSION (Continued)

Skills and Activities	Tips and Resources
7. Accompany other songs with instruments.	7. a. When children use instruments, it reinforces their feeling for rhythm. b. Develop a feeling for the rhythm of the song first through creative rhythmic movement or dramatization. The boys might enjoy "being" Indian braves, dancing in a circle as the "squaws" sit around them.
8. Choose and play rhythm instruments to create special sound effects.	8. a. Allow children to help decide what instrument to use and where to use it. b. Use instruments to illustrate stories.
9. Use melody instruments.	9. a. Use melody instruments for special effects. b. Children can learn simple accompaniments using the piano, xylophone, and other melodic instruments. --Musical stories. --Simple melodic accompaniment--playing two- or three-note patterns.

RHYTHMIC EXPRESSION (Continued)

Skills and Activities	Tips and Resources
10. Play music to which the children can move.	10. a. Use record player, piano, autoharp, accordion, or guitar. b. Use all types of music: --Children's --Popular --Classical --Show tunes c. Begin with simple movements (walking, running, tiptoing, skipping, or galloping).

LISTENING

Listening is the basic part of every activity that contributes to musical growth. A well-planned program develops listening skills that are essential to singing, playing instruments, and moving expressively to music.

Skills and Activities	Tips and Resources
1. Play simple song-like melodies.	1. Tunes that children can hum or sing make a friendly connection between their own singing and the voices of the instruments.
2. Play instrumental arrangements of familiar melodies.	2. a. After children have been familiarized with the different instrumental themes of the characters of Peter and the Wolf, they will enjoy naming these characters as the various instrumental themes are reproduced. b. Children may enjoy playing their own rhythmic instruments with the recording.
3. Play meaningful music--functional.	3. a. There are many times during the day when children might listen quietly to mood music. b. Choose compositions that are short and within the span of the child's attention. You may not want to play the entire selection.

LISTENING (Continued)

Skills and Activities	Tips and Resources
3. (Continued)	3. c. Choose music representing a variety of tone color: --Piano music --Solo instrumental --Orchestral --Vocal d. Use visual aids to help hold the attention of the kindergarten child.
4. Play music strongly suggestive of mood and contrast.	4. a. The teacher should give the children something definite to listen for during each playing. b. In listening for contrast, the children may enjoy playing games. The teacher says: "Let's play statue. I'm going to play some music that goes both high and low. If the music stops high, you are going to be a tall, high statue. If the music stops low, all statues stop close to the ground."
5. Play music that has strong rhythmic vitality.	5. This type of music stimulates the children to move.

LISTENING (Continued)

Skills and Activities	Tips and Resources
6. Play song stories with narration.	6. a. Musical stories contain so much repetition that the children will learn the songs quickly. b. The use of rhythm instruments for special effects and accompaniment will add to the interest and enjoyment of the children.
7. Play descriptive instrumental music that tells a story.	7. a. Examples: --"The Sorceror's Apprentice" --"Sleeping Beauty" (Ballet) b. The children can make up their own stories, or the teacher can tell them the story the composer had in mind. c. When children make up their own stories, be sure their interpretations come from the music. d. This music should be short, to the point, and, above all, good music.

SINGING

Singing is a natural, satisfying form of self-expression. It is the basic activity in any well-rounded music program. A positive attitude toward singing is the most important step in the development of happy, spontaneous experiences with songs.

Singing experiences help the children:

1. feel and interpret the mood of songs.
2. use singing as a means of self-expression.

See the classified index in any kindergarten music text for topical references.

Teacher Helps

The Music Department developed the following guidelines to assist the classroom teacher in having successful and enjoyable singing activities.

How to Get the Singing Going

1. Sing to and with the children for the pure enjoyment of singing.
2. Keep an informal atmosphere.
3. Sing musical conversations.

Teacher Helps (Continued)

Criteria for Selecting Songs

1. Sing songs within a vocal range that is easy and natural for the child. Generally, this is middle C to E, nine tones above.
2. Songs should be simple with a main idea and a single mood. Early in the year short songs are easier to teach than long ones.
3. Songs can have something to do with the child's experience.
4. Songs should be strongly rhythmic.
5. Songs should be truly artistic.

How to Teach a New Song

1. Know the song well yourself.
2. Use some motivation for the song you are to teach. Let the song speak for itself.
3. Sing or play (piano, recording, etc.) the song to the children and have them listen.
4. Pitch the song so that it is in a comfortable range for the child.
5. Sing short phrases and have children echo those phrases; then sing the whole song again. Add actions to a song requiring movement. In some cases the tune, words, and actions can be learned simultaneously. In the case of simple finger plays, it is suggested that children speak through the song before learning the tune.

SINGING

Teacher Helps (Continued)

How to Teach a Song with the Aid of a Recording

1. Play the entire recording of the song for the children to hear.
2. Play it again encouraging children to sing or hum along with the recording.
3. Sing lightly with the children as you match the tones of the recording.
4. If there is a difficult phrase in which the children have trouble with the words, rhythm, or melody, sing it for the children.

How to Teach a Song with the Aid of a Piano or Melody Instrument

1. Sing the song lightly as you play the melody on an instrument.
2. Look at the children as much as possible as you teach the song.
3. Follow the same procedure used in teaching a song by means of the teacher's voice.

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SINGING

Skills and Activities	Tips and Resources
1. Sing songs that have familiar words.	1. a. Nursery rhymes and finger plays are a good beginning. b. Songs connected with familiar social studies units are helpful reinforcements. Example: "Carnival of the Animals."
2. Sing chants, greetings, calls, and conversations.	
3. Sing songs to emphasize high and low, loud and soft, fast and slow.	3. a. Use body movement to show high and low (reaching, stooping, etc.) b. Use resonator bells to show high and low positions.
4. Play singing games.	
5. Use picture cards or other manipulative aids.	
6. Sing songs about things we do throughout the day.	
7. Sing songs in connection with teaching of basic skills.	

CREATIVE EXPRESSION

The term "creative" as used in this section is defined as describing an action, activity, or experience in which the total personality becomes involved in self-expression. The young child approaches experiences creatively if encouraged to do so. The newness of the experience for the children elicits a response which is unique for them. Children are "creating" when they are working purposefully to express ideas and thoughts which are theirs.

There are possibilities for creative expression in all areas of the kindergarten program. Some means of developing creative expression are:

-- Manipulating materials: blocks, clay, wood, toys, sand, water

-- Experimenting with art media: paints, crayons, chalk, yarn, colored paper (See "Art" section)

-- Dramatizing: stories, experiences, stage productions

-- Exploring music (See "Music" section)

-- Making instruments

-- Recording: written and tape-recorded experience stories (See "Reading and Language Arts" section)

BLOCKS, SAND, WATER, AND WOODWORKING

Children use blocks, sand, and water in many different ways and for different purposes within the structured kindergarten program. Their use, along with accessory materials, should relate to one or more of the content areas of the kindergarten curriculum.

Once small-group instruction has been established, block, sand, and water activities (when they are used) should take place as independent activities within the scheduled group time.

Woodworking (if it is done) needs to be for a specific purpose and must be very carefully supervised.

BLOCKS

Skills and Activities	Tips and Resources
Size, texture, weight	Reinforce math vocabulary
Classification	Put away according to size, shape, etc.
Eye-hand coordination	Encourage precision fitting, delicate balance, etc.
Directionality	Check ability to follow a defined path
Measurement, number, ratio	Measure blocks by units, count blocks, etc.

BLOCKS (Continued)

Skills and Activities	Tips and Resources
Visual discrimination	Provide patterns of block structure to copy
Memory, recall	Look at block pattern and reproduce
Sequence, patterning	Teach that taking apart is reverse sequence of constructing
Perceptual awareness, height, depth, area, space	Check understanding of positional concepts

SAND

Skills and Activities	Tips and Resources
Pouring and measurement	Teach units of volume
Weight	Weigh wet and dry sand

WATER

Skills and Activities	Tips and Resources
Float and sink	Categorize items which float and sink
Evaporation	Measure volume at various intervals
Properties of water	Solid (freeze), liquid (melt), gas (boil)
Pouring and measurement	Teach units of liquid measurement
Absorbency	Experiment with waxed paper, paper towels, etc.

DRAMATIZING STORIES AND EXPERIENCES

Dramatization provides many opportunities for creative expression. Children may dramatize nursery rhymes, stories, poems, and imaginative or real experiences. Acting out a familiar poem or story is a natural outgrowth of listening.

The nursery rhyme because of its familiarity and simplicity is a starting point for dramatization. Later dramatization experiences may be more detailed and more highly organized.

Teacher guidance may be needed in helping to recall characters involved, sequence events, properties needed, and space for action. However, the teacher does not dictate the procedure or language.

Skills and Activities	Tips and Resources
1. Act out nursery rhymes, poems, and stories using words.	1. Props need not be elaborate; the children's imagination can do much to supply the effects.
2. Act out nursery rhymes, poems, and stories using pantomime.	2. A few suggested props, such as a candlestick (for "Jack be Nimble"), may stimulate dramatization.
3. Dramatize real experiences--especially home, school, and community.	3. a. Tell and retell the stories before dramatization. b. Sometimes dramatizations help resolve difficult social situations.

DRAMATIZING STORIES AND EXPERIENCES (Continued)

Skills and Activities	Tips and Resources
4. Use puppets.	4. Children enjoy making their own puppets.
5. Use flannel board.	
6. Use finger plays.	
7. Explore the many ways to show feelings through voice and movement (joy, surprise, sorrow, etc.).	
8. Devise simple costumes and props for use in dramatization.	8. Discuss and plan with the children what is needed to make their dramatization more enjoyable. (Examples of simple props and costumes: scarf, feather, wings, coat, etc.)
9. Dramatize songs.	

MAKING INSTRUMENTS

Procedures

XYLOPHONES:

Bottle Xylophone: Select large bottles or jars with good tones. (Ask your druggist for large square medicine bottles.) Add varying amounts of water and arrange according to the major scale. Mark water levels with nail polish or tape. Replace caps or corks to prevent rapid evaporation. Strike with chopsticks or mallets.

Goblet Xylophone: Choose light goblets of various sizes to produce a scale. Hang them on a wooden rack. Play them with a spoon.

FLOWER POT CHIMES: Suspend each pot from a rack by means of a rope passed through the hole in the bottom of the pot. Tie a knot at the end of the rope to prevent it from coming through the hole. Strike with wooden mallet.

JINGLES AND RINGS:

Bells: Use bicycle bells. String jingle bells on a ribbon and tie to ankles and wrists.

String bells in cluster on shoelace and put through two plastic funnels. Tape ends and decorate.

Place one large jingle bell in a paper cup. Tape another paper cup to it at the drinking edge. Decorate.

TRIANGLES: Suspend a long nail, a bolt, or a horseshoe from a string or a thong. Strike with a small nail.

TAMBOURINES: Holes can be punched around the edge of a paper plate or aluminum pie plate. Remove the corks from bottle caps and punch holes in the center. Children may attach the bottle caps to the edge of the plate with yarn. Bottle caps may also be put inside two plates taped together to create the jingle sound.

SHAKERS:

Rattles: Place a few tiny pebbles, seeds, beads, or rice in small boxes. Seal with tape and decorate.

Cabacas and Maracas: Select small gourds with handles. Scrub and sandpaper. Mark and saw in two. Remove pulp. Add small amount of pebbles or shot. Cement together. Paint and string with large wooden beads. (Maracas are cabacas without beads.)

STROKERS:

Sand Blocks: Attach sandpaper to flat blocks of wood. (Different grained papers give different sounds.)

CLICKS:

Sticks: Use doweling of different sizes. Paint or shellac varies the sound. Chopsticks make good sticks. Bamboo, rungs from old chairs, and broomsticks may be used. Sticks may be grooved for producing stroking sounds.

Coconuts: Drill a hole in one of the eyes and drain the milk. Saw in two with a crosscut saw. Remove meat. Dry thoroughly. Sand. Play by holding one half in each hand and clap together.

DRUMS: Paint one- or two-pound coffee cans with plastic lids. Decorate oatmeal boxes.

MOTOR DEVELOPMENT

A kindergarten child uses his total body to relate to his world. He learns primarily through motor and sensory experiences. He is large-muscle oriented and is constantly moving. Because of this, he needs many opportunities to experiment with movement and to investigate his environment.

Movement exploration is a way of learning. The child moves in ways comfortable for him. Accept his way. Through his movements the child explores ideas, forms concepts, solves problems, and learns to control the way he uses his body.

The activities in this section are set up on a weekly and daily basis. This will help the teacher see possibilities for large muscle activities in his/her own classroom situation. Since body awareness and movement exploration are a part of the total kindergarten curriculum, such activities can be done throughout the day. Often they can be done in small groups during work-activity periods and during transitional times.

The motor activities in this section are divided in four areas:

I. Body image
II. Space and direction
III. Balance
IV. Basic body movement

MOTOR DEVELOPMENT (Continued)

I. BODY IMAGE

Children need to discover how their bodies move. They have to be able to "sort out" one part of their body from another, and they should be able to distinguish between right and left when they enter the first grade.

If a child develops a good image of his body, he will have a sound base upon which to build the perceptual skills which will be needed in future classroom activities.

A. **Week 1, Monday**

1. Supply the children with large sheets of paper and crayons.
2. Ask the children to draw a picture of themselves. It is suggested that the teacher keep this paper for future evaluation.

B. **Week 1, Tuesday**

1. Identify body parts--the teacher touches the different parts of the body and says, "This is my head; touch your head."
2. Continue, using the following:

arms
elbows
legs
ankles
toes
mouth
ears
chin
neck
shoulders
back
hips
knees
feet
heels
wrists
hands
fingers
chest
stomach

C. **Week 1, Wednesday**

1. Teacher instructs children to touch body parts on command. For example: place both hands on your head.
2. Continue, using the following:

mouth
ears
chin
neck
legs
ankles
toes
wrists
back
hips
knees
feet
shoulders
arms
elbows
heels
fingers
chest
stomach

MOTOR DEVELOPMENT (Continued)

I. BODY IMAGE (Continued)

D. Week 1, Thursday

1. Teacher asks the children to close their eyes and instructs them to touch the parts of their body on command.
2. Use all of the following:

mouth
ears
chin
neck
legs
ankles
toes
wrists
stomach
back
hips
shoulders
arms
elbows
hands
fingers
chest
knees
feet
heels

E. Week 1, Friday

1. Children touch body parts with other body parts:

nose to knees
chin to chest
ear to shoulder
hands to hips
elbows to knees
wrist to ankle
fingers to shoulders
wrist to back
elbow to stomach
wrist to neck
toes to nose
wrist to ear
elbow to leg
chin to wrist
foot to leg
hands to back
toes to toes
heel to heel

F. Week 2, Monday

1. Evaluation of what the children have learned the past week. Do not expect each child to become proficient in knowing all of the body parts.
2. Instruct children to sit down and close their eyes. Touch these parts:

mouth
feet
back
hands
eyes
stomach
ears

3. Review other activities from the previous week.

G. Week 2, Tuesday

1. Touch body parts to surroundings.
2. Teacher asks child to touch:

head to floor
hands to wall
nose to window
ear to chair
back to wall
ankles to wall

MOTOR DEVELOPMENT (Continued)

I. BODY IMAGE (Continued)

G. (Continued)

elbows to chalkboard
knees to floor
head to table or desk
shoulder to floor
fingers to back
chest to desk
wrist to chalkboard
stomach to floor

H. Week 2, Wednesday

1. Children imitate the teacher in the movement of a specific body part.
2. Always identify the part.

nod your head
close your eyes
twist your neck
wiggle your nose
open your mouth
shrug your shoulders
bend your elbows
clap your hands
wiggle your toes
click your fingers
bend your knees
stamp your feet

I. Week 2, Thursday

1. Teacher instructs children to move specific body parts on command.
2. Do not demonstrate.

nod your head
close your eyes
twist your nect
wiggle your nose
open your mouth
shrug your shoulders
bend your elbows
clap your hands
wiggle your toes
click your fingers
bend your knees
stamp your feet

J. Week 2, Friday

1. State the usage of the part and let the children supply the name.

I see with my _____.
I smell with my _____.
I blink with my _____.
I talk with my _____.
I wave with my _____.
I shrug with my _____.
I jump with my _____.
I write with my _____.
I clap with my _____.
I snap with my _____.
I walk with my _____.

2. Have children perform these tasks.

K. Week 3, Monday

1. Individual checklist for each child. This will give an indication of how well the children have mastered the knowledge of body parts.
2. Review from the previous week.

I. **BODY IMAGE** (Continued)

L. **Week 3, Tuesday**

1. Teacher places a piece of paper as large as a child on the floor. One child lies on his back on the paper while another child draws around him making the outline of his body. Each child should have the experience of drawing around another child and seeing himself on paper.
2. Instruct the children to color a designated part of the outlined body a specific color. For example: color the feet yellow, the toes blue, the legs orange, the ankles green, the knees red, etc.

M. **Week 3, Wednesday**

1. Collect pictures of specific body parts and ask the children to identify them.
2. Paste a picture of a specific body part (such as a nose) on a sheet of paper. Instruct the children to draw a complete person around this part.

N. **Week 3, Thursday**

1. Draw an incomplete man on the chalkboard or on paper and ask the children to supply the missing parts.
2. Also teach children to do the "Hokey Pokey."

O. **Week 3, Friday**

1. Cut up paper dolls and put them into envelopes. Distribute the envelopes to the children and ask them to reassemble the paper doll.
2. Teach the children to do the "Looby Lou."

MOTOR DEVELOPMENT (Continued)

II. SPACE AND DIRECTION

After developing the awareness of body image, a child must be able to identify his body position with that of his surroundings (space). He must also realize the course of movement which he must follow in order to change from his present position to his destination (direction).

The child's awareness of space and direction helps him to read from left to right and to place written thoughts on paper in an organized manner.

A. Week 4, Monday

1. Encourage creative movement.
2. Use your whole room.
3. Do not demonstrate.
4. Examples:
    - a. Show me how small you can be (also, how tall, wide, tall and thin, long and thin, etc.).
    - b. Point to the farthest wall; touch it and return to your own place.
    - c. Point to the nearest wall; touch it and return to your own place.
    - d. Standing in your own place, make your feet move fast; slow.
    - e. Move your hands fast; slow.
    - f. Show me how slow you can walk.
    - g. Show me how fast you can walk.
    - h. Be a tree, wall, ball, river, etc.

B. Week 4, Tuesday

1. Direct the children to point: in front of them, in back of them, to the side of them, to the top and bottom of objects in the room.
2. Children point to objects in the room with their eyes closed. Examples: point to the door, chalkboard, flag, window, wastebasket, floor, ceiling, cupboards, etc.

MOTOR DEVELOPMENT (Continued)

II. **SPACE AND DIRECTION** (Continued)

B. (Continued)

3. Direct the children to point above, below, over, under, and between objects in the room. Examples:

   - over the door
   - below the window
   - under the chair
   - between the desks
   - over your shoulder
   - above the pictures
   - below the chalkboard
   - over the wastebasket
   - between the books
   - under the desk

C. **Week 4, Wednesday**

1. Direct the children to move designated body parts in a specific direction. Examples:

   a. Put your finger up.
   b. Put your head down.
   c. Put your arms between your legs.
   d. Put your fingers under your feet.
   e. Put your elbows below your hips.
   f. Put your feet over your head.
   g. Put your arms in back of you.
   h. Put your hands in front of you.
   i. Put your arms in back of your legs.
   j. Put both hands on the same side of you.
   k. Put both hands at one side of you.

D. **Week 4, Thursday**

1. Direct the children to move their bodies in relation to objects in the room. Examples:

   a. Stand in front of your table.
   b. Stand with the windows in back of you.
   c. Stand so that the flag is to your side.
   d. Move so that you are under a table.
   e. Move so that you are under a chair.
   f. Move so that the door is in front of you.
   g. Move so that the door is behind you.
   h. Move so that you are between two chairs.

E. **Week 4, Friday**

1. Set up an obstacle course. Include something to crawl through (cardboard boxes), to walk under (a pale or stick), to squeeze through (two desks or chairs), to

MOTOR DEVELOPMENT (Continued)

II. **SPACE AND DIRECTION** (Continued)

E. (Continued)

1. (Continued)
   step over (a pale or stick), to step into (a rope or tape circle).
2. Use verbal commands making sure that the children understand the different directions to follow while taking the prescribed route through the obstacle course.

F. **Week 5, Monday**

1. Instruct children to close their eyes and point to familiar objects throughout the room. Examples: clock, door, flag, chalkboard, piano, windows, teacher's desk, floor, library table, etc. This activity is used to check and develop their awareness of their environment and the directions of their movements in relation to their surroundings.
2. Instruct the children to jump; and while in air, turn toward objects in the room. Turn toward the door, window, chalkboard, clock, flag, piano, teacher's desk, etc.
3. Instruct the children to close their eyes. They then jump; and while in air, turn toward objects in the room. Turn toward the door, window, chalkboard, clock, piano, teacher's desk, bulletin board, etc.

G. **Week 5, Tuesday**

1. Instruct the children to jump; and while in air, turn toward different sides of the room. Examples: door side, window side, clock side, bulletin board side, chalkboard side, flag side, piano side, etc.
2. Instruct children to close their eyes and raise the right or left hand.
3. Instruct children to raise their right or left legs. Have them close their eyes during this activity. Also, this will test the children's directional awareness and their sense of balance.

H. **Week 5, Wednesday**

1. Instruct the children to follow such directions as:

   a. Walk sideways
   b. Walk backward
   h. Skip forward
   i, Skip backward
   o. March forward
   p. March backward

MOTOR DEVELOPMENT (Continued)

II. SPACE AND DIRECTION (Continued)

H. (Continued)

1. (Continued)

- c. Walk forward
- d. Hop to the right
- e. Hop to the left
- f. Hop forward
- g. Hop backward
- j. Jump sideways
- k. Run forward
- l. Run backward
- m. Run to the right
- n. Run to the left
- q. Tiptoe to the right
- r. Tiptoe to the left
- s. Tiptoe forward
- t. Tiptoe backward

2. Instruct children to point to different sides of their bodies. Examples:

- a. Look to the left side of your body
- b. Look to the right side of your body
- c. Point to the right side of your head
- d. Point to the left side of your head
- e. Point to your right foot
- f. Point to your left foot
- g. Touch your right shoulder

I. Week 5, Thursday

1. Instruct children to point to the right and turn in a complete circle to the right.
2. Instruct children to point to the left and turn in a complete circle to the left.
3. Instruct children to walk:

- a. to the right
- b. to the left
- c. forward
- d. backward

Ask children to creep:

- a. to the right
- b. to the left
- c. forward
- d. backward

J. Week 5, Friday

1. Evaluation
2. Ask children to close their eyes and point:

- a. up
- b. down
- c. in front of them
- d. behind them
- e. to their hips
- f. to their ankles
- g. to their wrists
- h. to their heels
- i. to their neck
- j. to their chin

MOTOR DEVELOPMENT (Continued)

II. SPACE AND DIRECTION (Continued)

J. (Continued)

3. Ask children to:

   a. Stand in front of their chairs
   b. Stand so that the door is behind them
   c. Walk sideways
   d. Tiptoe backwards

III. BALANCE

Balance equipment includes:

1. walking board (if available) 2" x 4", which can be converted to a working surface of 2" or 4"
2. low 4" balance beam
3. balance board, which is a sturdy, durable board 16" x 16" on a 3" x 4" base

Balance is the ability of the child to sustain control of his body when using both sides simultaneously, individually, or alternately.

The ability to balance is essential to all basic locomotor tasks.

If a child has good balance, his body can act in an integrated manner, freeing his mind to concentrate on abstract matters.

A. Week 6, Monday

1. Children assume hand and knee positions on the floor.
    a. Each child raises one hand in the air (alternate hands).
    b. Child raises one leg in the air (alternate legs).
    c. Child raises right arm and right leg (alternate arms and legs).
    d. Child raises alternate hands and legs in the air--right arms, left legs, etc.
    e. Children raise left arms and right legs, slowly.
2. Walking Board Activity--children walk forward on the walking board. They walk slowly, one foot in front of the other, heel to toe. Arms are held at a natural position at their sides. Eyes are focused on the end of the walking board.

B. Week 6, Tuesday

1. Children balance on tiptoes for the count of ten.
2. Children each stand on one foot for the count of five (alternate feet).
3. Children rise from a sitting position on the floor keeping their arms folded on their chest.

MOTOR DEVELOPMENT (Continued)

III. BALANCE (Continued)

B. (Continued)

4. Walking Board Activity

   a. Children walk backwards on the walking board slowly.
   b. Children walk sideways on the walking board. First, the right side of the body leads; and then the left side.

C. Week 6, Wednesday

1. Rocking Horse--Children stand with hands on hips and feet astride. Children lean forward keeping knees stiff. Lift heels from the floor. Rock backward lifting toes from the floor.
2. Elephant Walk--Children bend forward from the waist allowing their arms to hang limply with hands clasped. Walk forward by taking big steps.
3. Walking Board Activity

   a. Children walk to the middle of the board moving in a forward motion.
   b. When children reach the middle, they turn one-half way around and continue to the end of the board moving in a backward motion.

D. Week 6, Thursday

1. Children walk forward on their knees.
2. Children walk backward on their knees.
3. Walking Board Activities

   a. Children walk forward keeping one foot always in front (alternate feet).
   b. Children walk backward keeping the same foot always in back (alternate feet).
   c. Children walk forward with hands clasped behind their bodies.
   d. Children walk backward with hands clasped behind their bodies.
   e. Children walk forward with arms folded on their chest.
   f. Children walk backward with arms folded on their chest.

E. Week 6, Friday

1. Evaluation of what the children learned the past week.
2. Ask the children to stand on tiptoes with their eyes closed for 10 seconds.

III. **BALANCE** (Continued)

E. (Continued)

3. Stand on one foot with their eyes open for 10 seconds.
4. Stand on one foot with their eyes closed for 10 seconds.
5. Ask the children to point:
    - a. over the door
    - b. below the window
    - c. under the desk
    - d. between the desks
6. Ask the children to:
    - a. put their elbows on the floor
    - b. stand between two chairs
    - c. jump and turn in the air toward something on the right side of the room
    - d. place their wrist on the floor
    - e. place their head on their knee

F. Week 7, Monday

1. Crab Walk--Children sit on the floor placing their hands on the floor behind them. Have them raise their bodies so that they are standing on their hands and feet. Walk on hands and feet in a backward direction. Move slowly.
2. Frog Squat--Children assume a squatting position placing their hands on their hips. One leg is extended to the side and then returned. Repeat with the other leg with a hopping motion.
3. Bunny Hop--Children place their hands at the sides of their heads forming rabbit ears. Hop forward keeping both feet together.

G. Week 7, Tuesday

1. Children stand on their right foot. They hold their arms at their sides with their eyes closed. The teacher counts to five.
2. Children stand on their left foot. The teacher counts to five.
3. Children stand on their tiptoes with their eyes closed. The teacher counts to five.

III. BALANCE (Continued)

G. (Continued)

4. Walking Board Activities
    - a. Children walk forward with their arms straight over their heads.
    - b. Children walk forward and then backward with their arms straight over their heads.

H. Week 7, Wednesday

1. Children stand on their right foot. Their arms are folded and their eyes are closed. The teacher counts to five.
2. Use alternate feet.
3. In this position jump on both feet.
4. Walking Board Activities
    - a. Children walk forward with an eraser balanced on top of their head.
    - b. Children walk backward with an eraser balanced on top of their head.

I. Week 7, Thursday

1. Children jump on their right foot with their eyes closed.
2. Children jump on their left foot with their eyes closed.
3. Children stand on both feet with their eyes closed. Instruct them to jump and turn while in the air. Use $\frac{1}{4}$ and $\frac{1}{2}$ turns only.
4. Walking Board Activities
    - a. Children walk forward with their arms straight out in front.
    - b. Children walk backward with their arms held straight out in front.
    - c. Children walk forward with their arms held straight out in front. Balance an eraser on the tops of their hands.
    - d. Children walk backward with their arms straight out in front. Balance an eraser on the tops of their hands.

J. Week 7, Friday

1. Children stand on their right foot with their eyes closed. Instruct them to jump and turn while in the air. Use $\frac{1}{4}$ and $\frac{1}{2}$ turns only.

III. BALANCE (Continued)

J. (Continued)

2. Children stand on their left foot with their eyes closed. Instruct them to jump and turn while in the air. Use ¼ and ½ turns only.
3. Walking Board Activities
   a. Children walk forward with their arms held out straight from their shoulders. Balance an eraser on the palm of each hand.
   b. Do the same thing walking backwards.

K. Week 8, Monday

1. Balance Board
   a. Children stand on the board and maintain their balance.
   b. Children stand on the board and tip them to the right. Balance again.
   c. Children stand on the board and tip them to the left. Balance again.
   d. Children stand on the board and touch different parts of their body on command. Balance all the time. Touch: knees, toes, head, heels, wrists, shoulders, elbows, ankles, and hips.

L. Week 8, Tuesday

1. Ladder Activities--Place a flat ladder on the floor or construct a ladder with tape on the floor.
   a. Children walk forward with one foot on each side of the ladder.
   b. Children walk forward on the right side of the ladder.
   c. Children walk forward on the left side of the ladder.
   d. Children walk forward stepping in the spaces between the rungs. This checks the child's awareness of space and direction as well as balance.
   e. Children walk backward stepping in the spaces between the rungs.

M. Week 8, Wednesday

1. Ladder Activities
   a. Children walk forward by stepping on each rung.
   b. Children walk forward and backward by stepping on each rung.

III. BALANCE (Continued)

M. (Continued)

c. Place the ladder against the wall at varying degrees of stepness. Children climb up and down. The teacher stands at the bottom of the ladder in order to brace it.

N. Week 8, Thursday

1. Children stand on tiptoes with their eyes closed. The teacher counts to five.
2. Children alternate standing on their right and left foot with their eyes closed for 5 seconds.
3. Children raise from sitting position on the floor keeping their arms folded on their chest.
4. Children stand on both feet with their eyes closed. Instruct them to jump and turn while in the air. Use ¼ and ½ turns only.

O. Week 8, Friday

1. Walking Board Activities

a. Children walk forward with their arms held out straight from their shoulders. Balance an eraser on the palm of their hand.
b. Children walk forward with an eraser on top of their head.

IV. BASIC BODY MOVEMENT

When a child can move skillfully and freely, his mind will be free to interpret information transmitted to him from his surroundings.

Training in basic body movement provides the child with the ability to play games and activities which help him achieve status among his classmates.

Through movement, the child further learns about his body and its relationship to space and direction.

A. Week 9, Monday

1. Children lie on their backs on the floor with their arms at their sides and their feet together.
    a. Children lift their heads and look at their toes. They then return their heads to the floor. Repeat several times.
    b. Children roll their heads to the left placing their ear on the floor.

B. Week 9, Tuesday

1. Children lie on their backs on the floor with their arms at their sides and their feet together.
    a. Children roll their heads to the right and back to the center picking their heads up to look at their toes. Replace heads to the floor and roll them all the way to the left. Reverse the procedure.
    b. Children roll from their backs to their stomachs (try to establish right and left direction).
    c. Children roll from their stomachs to their backs.

C. Week 9, Wednesday

1. Snake--Children lie on their backs with their arms together overhead. Bend at the hips and waists moving the body to the right and the left.
2. Fish--Children lie on their stomachs and imitate a fish swimming.
3. Bear Walk--Children assume hands and knee position. Move right arms and right legs, left arms and left legs. Walk slowly.

IV. BASIC BODY MOVEMENT

D. Week 9, Thursday

1. Children assume hands and knee position. They slowly move right arms and left legs, left arms and right legs. Move forward.
2. Children assume hands and knee position. They slowly move right arms and left legs, left arms and right legs in a backward direction.
3. Children, still in hands and knee position, move arms and legs sideways. Move sideways.

E. Week 9, Friday

1. Children roll their heads to the right and back to the center picking their heads up to look at their toes. Place heads back on the floor and roll all the way to the left. Reverse the procedure.
2. Children roll from their backs to their stomachs. Ask them to roll to the right and then to the left.
3. Children assume hands and knee position. Move right arms and left legs, left arms and right legs. Move forward and backward.

F. Week 10, Monday

1. Children practice walking. Make sure that their arms and legs alternate and swing freely. Music may be used to encourage the children to move freely. Children walk fast, then slowly.
2. Children walk on tiptoes with their arms over their head.
3. Children walk backwards bringing knees up high.

G. Week 10, Tuesday

1. Children walk sideways using shuffle (slide) steps.
2. Children walk sideways using crossover steps.
3. Children walk backwards on tiptoes with their arms overhead.
4. Children walk in a squatting position.
5. Children alternate between walking "small" (squatting) and walking "tall" (tiptoes.

IV. BASIC BODY MOVEMENT (Continued)

H. Week 10, Wednesday

1. Children place big toes together and walk.
2. Children place heels together and walk.
3. Children walk on heels. Walk slow and fast.
4. Children walk imitating "slow motion."

I. Week 10, Thursday

1. Children walk sideways with their arms folded on their chest. Use shuffle steps.
2. Children walk sideways with their arms folded on their chest. Use crossover steps.
3. Children walk sideways with their arms behind their back. Use shuffle steps.
4. Children walk sideways with their arms behind their back. Use crossover steps.

J. Week 10, Friday

1. Children walk on tiptoes with their hands overhead (slowly).
2. Children walk sideways using crossover steps.
3. Children walk backwards on tiptoes with their arms overhead (slowly).
4. Children place their big toes together and walk.
5. Children place their heels together and walk.
6. Children walk sideways with their arms behind their back. Use slide steps.
7. Children walk sideways with their arms behind their back. Use crossover steps.

K. Week 11, Monday

1. Children practice running fast.
2. Children practice running slowly.
3. Children run with their hands on their hips.
4. Children run with their hands over their heads.

L. Week 11, Tuesday

1. Children run with their hands behind their backs.
2. Children run on their tiptoes.
3. Children jump up and down with their feet spread wide apart.
4. Children pretend to jump rope. Use both feet and jump in place.
5. Each child jumps in place using only one foot (alternate feet).

MOTOR DEVELOPMENT (Continued)

IV. BASIC BODY MOVEMENT (Continued)

M. Week 11, Wednesday

1. Children with their feet together jump forward one step.
2. Children with their feet together jump backward one step.
3. Children jump forward three steps as the teacher counts.
4. Children with their feet together jump sideways (to left and to right).

N. Week 11, Thursday

1. Children jump and while in the air turn. Turn $\frac{1}{4}$ of the way around.
2. Children jump and turn while in the air. Turn $\frac{1}{2}$ of the way around.
3. With their eyes closed the children jump and turn while in midair. Turn $\frac{1}{4}$ of the way around.
4. With their eyes closed the children jump and turn while in the air. Turn $\frac{1}{2}$ of the way around.

O. Week 11, Friday

1. Children roll from their backs to their stomachs. They should be able to roll to the right and left on command.
2. Children walk sideways with their arms folded on their chest. Use crossover steps.
3. Children place their heels together and walk.
4. Place toes together and walk.
5. Children run with their hands over their head.
6. Children run with their hands behind their backs.
7. Children jump forward three steps as the teacher counts.
8. With their eyes closed the children jump and turn in the air. Turn $\frac{1}{4}$ and $\frac{1}{2}$ of the way around.

V. HEARING DISCRIMINATION

Many levels of ability in hearing discrimination exist in young children. Differences in this area may be due to native ability or early parental training.

Providing training for listening skills and discrimination between sounds can help many children overcome deficiencies in this area.

Unless training is given, many children will be unable to hear the teacher's instruction. Later problems in hearing and reading comprehension then may occur because the child has "tuned himself out."

A. Week 12, Monday

1. Ask children to close their eyes and listen as you clap your hands several times. Ask children to: "Clap just as I did." Vary this procedure by clapping in different rhythms. You may also use two drums having the children imitate the drum beats.
2. Suggested claps are:
   a. three slow claps
   b. two slow claps
   c. two fast claps, pause, two fast claps
   d. two fast claps, pause, one clap

B. Week 12, Tuesday

1. The teacher stamps his feet three times. Children, one at a time, imitate the rhythm and correct number of stamps.
2. Suggested variations of the rhythm:
   a. two slow stamps
   b. three slow stamps
   c. two fast stamps, pause, two fast stamps
   d. two fast stamps, pause, one stamp

V. HEARING DISCRIMINATION (Continued)

C. Week 12, Wednesday

1. Teacher claps hands twice and snaps fingers twice. Children, individually or in a group, imitate the actions. Begin with an even beat and progress to a syncopated rhythm.
2. Suggested rhythms:

   a. one clap, one snap
   b. three claps, three snaps
   c. one clap, two snaps
   d. two claps, one snap
   e. one clap, three snaps
   f. three claps, one snap

D. Week 12, Thursday

1. Using a tape recorder, encourage children to say their names, imitate animals, sing songs, etc.
2. Phonograph records may teach many sounds not easily accessible in the child's environment. Locate and use these records. Encourage children to discuss and name the various sounds.

E. Week 12, Friday

1. Teachers ask children to close their eyes. They are asked to clap their hands in an imitation of the teacher clapping.

   a. clap three slow claps
   b. clap two fast, pause, two fast claps

2. Teacher stamps feet in varying rhythms. Children, one at a time, imitate the rhythm.

   a. three slow stamps
   b. two fast stamps, pause, one stamp

3. Teacher claps hands and snaps fingers. Children imitate.

   a. two claps, two snaps
   b. two claps, one snap
   c. one clap, two snaps

V. HEARING DISCRIMINATION (Continued)

F. Week 13, Monday

1. During quiet periods, the children should be encouraged to listen to the different sounds in the classroom. Examples: tick of the clock, a chair squeaking, coughs, shuffle of feet, etc.
2. Discuss which sounds are louder, which are softer.
3. Sounds from outside may be used in much the same way.
4. Instead of doing this for an extended period of time, do this several times throughout the day. In changing from one activity to another, just say: "Stop, what do you hear?"

G. Week 13, Tuesday

1. Select several rhythm instruments, such as: a drum, a triangle, a sand block, a wooden block, etc. Children watch as you make a sound on each.
2. Ask the children to close their eyes and listen carefully. Strike a sound on one of the instruments.
3. Have the children open their eyes and tell you which instrument you played.
4. Next, try two instruments and then three. If the children comprehend this, then play three instruments asking which were played first, second, and last.

H. Week 13, Wednesday

1. Give each child a toy animal, or pictures may be substituted. Point to a child to make a sound. The one who has that sound must then switch animals with the one called. It is then their turn to make a sound.

I. Week 13, Thursday

1. Teacher deliberately makes sounds which the children can identify. Examples: jingling car keys, jingling money, moving a chair, tapping a pencil, closing a book, running a finger across the teeth of a comb, crumpling some paper, etc.
2. Do not allow the children to see what you are doing.

J. Week 13, Friday

1. Any of the activities from the previous week may be used.

V. HEARING DISCRIMINATION (Continued)

J. (Continued)

2. Choose an activity that the children had difficulty with or one they liked and understood. Make sure you cover the following:
   - a. loud, soft
   - b. fast, slow
   - c. first, last
   - d. high, low

K. Week 14, Monday

1. Using two wooden blocks or two rhythm sticks, place one on the table across the room.
2. The teacher makes a series of taps by hitting one block or stick against a wooden surface.
3. The children take turns going across the room and picking up the block or stick and imitating the sound.
4. Example: tap three times; tap three quick times, pause, and two quick times; etc.

L. Week 14, Tuesday

1. Place a number of objects on a table. Tap these objects in order to familiarize the children with the sound produced.
2. Children should put their heads down. Tap an object and ask, "What is it?"
3. After the children have become familiar with the objects, tap several of them and ask them which you tapped first, last, etc.

M. Week 14, Wednesday

1. Seat the children in a circle.
2. Have one child leave the room.
3. Give one of the children in the room a bell.
4. Ask the child who left the room to come back in.
5. When the child has returned, have all the children stand and shake their fists above their heads.
6. The child who returned must name the child with the bell.
7. You may use more than one bell when the children become accustomed to the game.

V. HEARING DISCRIMINATION (Continued)

N. Week 14, Thursday

1. Ask the children to imitate various human sounds. Examples: laughing, singing, crying, shouting, whispering, etc.
2. Ask the children to imitate animal sounds. Examples: barking, mewing, crowing, cackling, etc.
3. Ask the children the sounds of weather. Examples: wind, thunder, lightning, etc.
4. Ask questions, such as: Does snow have a sound? What happens if we put ice cubes in a glass and shake them around?

O. Week 14, Friday

1. Review of hearing discrimination.
2. Children close their eyes and imitate clapping sounds made by the teacher.
   a. two fast claps, pause, two fast claps
   b. two fast claps, pause, one clap
3. Children imitate stamping sounds.
   a. two fast stamps, pause, two fast stamps
   b. two fast stamps, pause, one stamp
4. Children with their eyes closed imitate the teacher.
   a. one clap, three snaps
   b. two claps, one snap
5. Children close their eyes and individually imitate a tapping sound made by the teacher using a block or rhythm stick.
   a. tap three times
   b. tap two times, pause, one time
   c. tap four times
   d. tap two times, pause, tap two times
6. Play the game described on Wednesday.

VI. SYMMETRICAL ACTIVITIES

For some children the difference between the right and left sides of the body has not been established. This can be due to too much emphasis being placed upon using the preferred side by parents.

Our bodies are structured so that we are designed symmetrically. It is felt that greater development of both sides of the body can lead to greater efficiency of movement and balancing ability.

A. Week 15, Monday

1. Children lie on their backs on the floor. Arms should be kept straight and at their sides. On command the children should slide their arms along the floor until they touch overhead. Remember that their arms should always be in contact with the floor.
2. Children lie on their backs on the floor. Arms should be straight at their sides. On command the children should slide their arms along the floor until they can clap them overhead. Caution the children to keep their arms on the floor.
3. Children lie on their backs on the floor. Arms and legs should be straight with their arms at their sides and their feet together. Slide arms up and legs apart simultaneously. Return to starting position. If this seems to be difficult for them, try moving just the legs apart and back together again. After practicing this, try the arms and legs movement together again.

B. Week 15, Tuesday

1. Children lie on their backs on the floor with their arms straight and at their sides and their feet together.
    a. Children slide their right arm up slowly and return it.
    b. Children slide their left arm up slowly and return it.
    c. Children slide their right leg out slowly and return it.
    d. Children slide their left leg out slowly and return it.
    e. They should be able to do this without the other arm or leg moving.

MOTOR DEVELOPMENT (Continued)

VI. SYMMETRICAL ACTIVITIES (Continued)

B. (Continued)

2. Children stand with their feet together and their arms at their sides. They raise their arms overhead until they touch. Then they raise their arms overhead and clap hands. Repeat several times.

C. Week 15, Wednesday

1. Children lie on their backs on the floor. They slide their right arm up and their right leg out slowly. Return and repeat.
2. Children slide their left arm up and their left leg out slowly. Return and repeat.
3. Children stand and use a jumping movement to move their feet apart and back together. Repeat several times. Children use a jumping movement to move their feet apart and, at the same time, clap their hands overhead. This activity should be done slowly; and as proficiency increases, the speed should be increased.

D. Week 15, Thursday

1. Children lie on their backs on the floor with their arms at their sides and their feet together.
    a. Children slide their right arm up and their left leg out slowly. Return and repeat.
    b. Children slide their left arm up and their right leg out slowly. Return and repeat.
2. Children stand with their arms at their sides and their feet together.
    a. Children move their right arm up and their right leg out slowly. Return and repeat.
    b. Children move their left arm up and their left leg out slowly. Return and repeat.
    c. Children move their right arm up and their left leg out slowly. Return and repeat.

VI. SYMMETRICAL ACTIVITIES (Continued)

D. (Continued)

2. d. Children move their left arm up and their right leg out slowly. Return and repeat.
   e. This activity should be done frequently so that there will be no hesitation in their movements.

E. Week 15, Friday

1. This day is to be used for an evaluation of what the children have learned during the last week.
2. Children lie on their backs on the floor. They slide their arms and legs apart simultaneously.
3. Children lie on their backs on the floor.
   a. Children slide their right arm up slowly.
   b. Children slide their left arm up slowly.
4. Children lie on their backs on the floor.
   a. Children slide their right arm up and their left leg out.
   b. Children slide their left arm up and their right leg out.
5. Children stand with their arms at their sides and their feet together.
   a. Children move their right arm up and their right leg out slowly.
   b. Children move their left arm up and their left leg out slowly.

F. Week 16, Monday

1. Children stand in a straight row. The teacher demonstrates while the children imitate symmetrical arm and leg movements.
2. Children hop in a large circle. Be sure to use both feet.

G. Week 16, Tuesday

1. Children stand in a straight row. Using hands and fingers, the children draw circles and lines in the air. Draw: in front, overhead, behind, and to the side.
2. Children lie on the floor. They make circles in the air with their arms. Then, they make circles in the air with their feet.

MOTOR DEVELOPMENT (Continued)

VI. SYMMETRICAL ACTIVITIES (Continued)

H. Week 16, Wednesday

1. Imitate Throwing--Children throw overhead, underhand, sideways, backhand (reach across the body), and with both hands. Be sure all children use both hands alternately. A variation that includes strength and balance is to have the children throw while standing on their knees.
2. Tug of War--Using a short rope, one child pulls against another.

I. Week 16, Thursday

1. Imitate Kicking--Children stand and kick on command. Alternate feet. Pretend to kick a football. Alternate feet. Kick backward. Alternate feet. Kick sideways. Alternate feet.
2. Imitate Swimming--Children pretend to swim by using the crawl stroke.

J. Week 16, Friday

1. This day is to be used for an evaluation of what the children have learned during the last week.
2. Children stand in a straight line. The teacher demonstrates while the children imitate symmetrical arm and leg movements.
3. Children imitate throwing--overhand, underhand, backhand (reaching across the body). Be sure that both hands are used alternately.
4. Children imitate kicking--children stand and kick on command. Use alternate feet to kick forward, backward, and sideways.
5. Tug of War--using a short rope with one child on each end, have the children pull against each other. Variation: use a long rope, divide the class in half, and have them pull against each other.

K. Week 17, Monday

1. Have the children stand at the chalkboard with a piece of chalk in each hand. It is best to use the primary chalk if it is available. Hold the chalk at eye level. During this training, both hands should be used simultaneously. Have the children draw circular motions rotating counterclockwise. Circles should be large.

VI. SYMMETRICAL ACTIVITIES (Continued)

K. (Continued)

2. Ask the child to reverse and make circles going clockwise. The child's motion should be smooth and continuous.
3. Next, have the child draw horizontal lines going in and out from the center of the body. Here again the child's motion should be smooth and continuous.
4. Have the child lie on his back and propel himself by:
    a. pushing with both feet simultaneously.
    b. pushing with both arms simultaneously.
5. Have the child lie on his back and propel himself by:
    a. pushing with both feet simultaneously.
    b. pushing with both feet alternately.

L. Week 17, Tuesday

1. As on Monday, the children are at the chalkboard. Remember the chalk should be held at eye level, and the movements are to be made freely.
2. Ask the children to draw lines going up and down. Have the hands move in the same direction. Both hands should start at the top and go down. An added dimension would be to do these activities in time to music.
3. Next, ask the children to draw vertical lines alternating their arms. Start the left hand at the top and the right hand at the bottom. This is more difficult and should be triod but don't be upset if it isn't as smooth as the other.

M. Week 17, Wednesday

1. If scooter boards are available, have the children lie on their stomachs and propel themselves forward using:
    a. both arms simultaneously.
    b. both arms alternately.

N. Week 17, Thursday

1. Divide the class into two equal sides. Using a long clothesline rope (about 30 feet), have the children grab hold of the rope and pull in a tug-of-war fashion.

VI. SYMMETRICAL ACTIVITIES (Continued)

N. (Continued)

2. Tie the rope ends together and make a circle. Have the children stand in a circle around the rope. Have the children pick up the rope, and on a given signal each child is to pull.
3. Do not sustain the pulling for any longer than 10 seconds in either activity.

O. Week 17, Friday

1. This day is to be used for an accumulative review of all symmetrical activities.
2. Children stand at the chalkboard with the chalk held at eye level, one piece in each hand. Have them draw circles with both hands.
3. Children imitate the teacher kicking:

   a. forward
   b. backward
   c. sideways

4. Children lie on their backs on the floor.

   a. Slide right arms up and left legs out slowly.
   b. Slide left arms up and right legs out slowly.

5. Children stand with their arms at their sides and their feet together.

   a. Move right arm up and left leg out.
   b. Move left arm up and right leg out.

6. Tie the ends of a rope together making a circle. Ask the children to stand holding the rope in front of them. At a given signal have the children pull on the rope.

MOTOR DEVELOPMENT (Continued)

VII. EYE-HAND COORDINATION

The combination of eyes and hands working together is necessary for achievement of many classroom experiences.

Many children lack the ability to visually stir their hands through space to accomplish an appointed task.

Training in this area will afford children opportunities to practice the needed experiences necessary for the development of eye-hand coordination.

A. Week 18, Monday

1. Place a large piece of newsprint or any kind of paper available in front of each child.
2. Give each child a crayon. Ask the children to scribble. Encourage free movement and large movement.
3. After this experience, you may put on a record and ask the children to scribble in time to the music.
4. Then, try to scribble in time to fast music on the other side of the paper. See if the children can distinguish the difference.
5. If time permits, give the children a box of crayons and let them color the designs different colors.

B. Week 18, Tuesday

1. Using inflated balloons, ask the children to keep them in the air by batting them with their open hands. See who can keep it up the longest.
2. Ask the children to stand in a circle. Let one child stand in the center of the circle. Have him bat the balloon in the air calling a name of a child in the circle. The child called must get into the circle and keep the balloon in the air while calling another name.
3. Have the children bat a balloon against the wall. See who can keep it going the longest.

VII. EYE-HAND COORDINATION (Continued)

C. Week 18, Wednesday

1. Using a large playground ball or as many as you may have, ask each child to bounce the ball in front of himself and catch it with both hands.
2. When the child can do this quite readily, ask him to bounce the ball a certain number of times and stop. Make sure he does not exceed the number you requested.
    - a. Ask the children to bounce the balls continuously (dribble in one spot) using just the right hand.
    - b. Dribble in one spot using just the left hand.
    - c. Dribble in one spot alternating hands.

D. Week 18, Thursday

1. Ask the children to bounce the ball in front of them alternating hands left to right. See who can keep this up the longest. Have the child look at the ball while he is bouncing it.
2. Ask the children to throw the ball up in the air and catch it. See how many times they can do this in succession. Remember to have them keep their eyes on the ball.
3. When the children can do this readily, have them throw the ball up in the air and clap their hands one time before catching the ball.
4. Pair the children off and have them bounce the ball to each other. Make the distance between the children short at first and then back them up a little.

E. Week 18, Friday

1. This day is to be used for an evaluation of what the children have learned during the last week.
2. Each child should have a balloon. Ask them to keep their balloons in the air by batting it with their hands.
3. Ask the children to throw a playground ball in the air and catch it a number of times.
4. Ask the children to bounce the ball continuously using both hands.

VII. EYE-HAND COORDINATION (Continued)

F. Week 19, Monday

1. Have the children stand in a circle with the teacher in the middle. The teacher should throw the ball underhand to each child in the circle.
2. After going to each child in succession, try to surprise the children by going randomly around the circle.
3. Hang a whiffle ball by a string from the lights or ceiling. With four children in a circle around each ball, direct the children to keep the ball swinging by batting it with the palm of their hands.
4. Still using the whiffle ball in the same position, designate one child to hit the ball and have the other children duck it. Let each child take turns at swinging the ball.
5. With the whiffle ball still hanging from the lights, have the children take turns hitting the ball with a stick which is held with both hands.

G. Week 19, Tuesday

1. Pegs and Pegboards--Each child should have a pegboard and some pegs. If you do not have enough to go around, take small groups at a time while others have free play or another activity. Direct the children to place the pegs:

   a. in the top row
   b. in the bottom row
   c. in the corners
   d. on the right side
   e. on the left side
   f. in the middle

2. You may use this method to teach colors or numbers, too, while still training eye-hand coordination.

H. Week 19, Wednesday

1. Bean Bags--A game may be contrived where the children toss bean bags into buckets or any container with a large opening. The container is placed 4-5 feet from the children. Numbers may be placed on the cans so they can learn to recognize and identify them. Older children might even be able to keep score if the numbers are not too large.

VII. EYE-HAND COORDINATION (Continued)

I. Week 19, Thursday

1. Place a series of small metal objects on the floor or on a table. Suspend some magnets from short pieces of string. While holding onto the end of the string, have the children attempt to pick up objects they want. Later, specify an object to be picked up.
2. At the beginning of this game, place the objects far apart. As the children get used to the task, put the objects closer together to make it more difficult.
3. Drop the Clothespin--From a standing position the children drop wooden clothespins into large mouth bottles. Make sure to hold the pins at waist height when dropping them.

J. Week 19, Friday

1. This day is to be used for an evaluation of what the children have learned during the past week.
2. Children stand in a circle with the teacher in the middle. The teacher throws the ball to each child in the circle.
3. Pick up small objects with magnets on string.
4. Drop clothespins in large mouth bottles.
5. Toss bean bags in different ways.

K. Week 20, Monday

1. String Beads--The children may string beads:
   - a. randomly
   - b. by color
   - c. by shape
   - d. in a specific pattern
   - e. by number

L. Week 20, Tuesday

1. Sewing Burlap--A specific pattern may be drawn onto burlap for the children to follow. Needles may be made by cutting a Clorox bottle in thin strips painting one end and making a hole in the other for the yarn.

VII. EYE-HAND COORDINATION (Continued)

M. Week 20, Wednesday

1. Ring Toss--Using rubber jar rings and coke bottles or a commercial game, the children throw the rings over the neck of the bottle which is placed 4-5 feet away. Here again numbers can be placed on the bottles.

N. Week 20, Thursday

1. Children should draw around geometric template forms at the chalkboard. They may repeat the same procedure on large paper with crayon. Make sure the child stays in contact with the template at all times.

O. Week 20, Friday

1. This day is to be used for an accumulative review of all eye-hand coordination activities.
2. Toss bean bags into buckets.
3. Pick up small objects with magnets.
4. Draw around geometric templates.
5. Sew burlap.

MOTOR DEVELOPMENT (Continued)

VIII. EYE-FOOT COORDINATION AND FORM PERCEPTION

Control of movement through eye-foot coordination is one of the most often neglected areas in the development of young children. A child must be able to control the movement and direction of his body by using his legs and feet to the greatest advantage.

A. **Week 21, Monday**

1. Place a strip of masking tape or the length of a clothesline on the floor. Direct the children to walk on the tape making sure that their feet touch the tape at all times. Progression may be by:
    - a. walking forward, heel to toe
    - b. walking forward, on tiptoes
    - c. walking forward, with giant steps
    - d. walking sideways, each direction, on tiptoes
    - e. walking backwards

B. **Week 21, Tuesday**

1. Place a strip of masking tape on the floor.
    - a. Children straddle the tape with their feet as they walk.
    - b. Children use a crossover step so as not to step on the tape. Alternate left feet to the right side of the tape and the right feet to the left side of the tape.

C. **Week 21, Wednesday**

1. Select objects of various heights, such as: boxes, blocks, small benches, etc. Place these so that the children can step over them without touching.
2. You may want to start out with a single row of blocks on the floor and, after everyone has stepped over, add a layer each time.
3. Note whether the children step over just enough to clear the blocks or whether they step an exaggerated height to clear the blocks. The first way is preferable.
4. Later, alternate objects that are high, medium, and low so they may judge the distance for themselves.

VIII. EYE-FOOT COORDINATION AND FORM PERCEPTION (Continued)

D. Week 21, Thursday

1. Lay pieces of clothesline in a loopy pattern on the floor and direct the children to step in the loops without touching the rope.
2. Optional: Trace footprints on a long piece of craft paper and ask the children to step on each footprint. Vary the length of steps and the width of the steps. Crossover steps may be used.

E. Week 21, Friday

1. This day is used for an evaluation of what the children have learned during the past week.
2. Use a strip of masking tape or a length of clothesline on the floor.
    a. Children walk forward, heel to toe.
    b. Children walk forward, on tiptoes.
    c. Children walk sideways, on tiptoes.
    d. Children use a crossover step.
3. Select objects of various heights, such as: boxes, blocks, etc. Ask the children to step over them without touching.

F. Week 22, Monday

1. Children sit on chairs facing a partner. Roll three balls back and forth between the partners. The ball is to be caught and rolled with the feet only. Use one or both feet.
2. When children become more proficient at this task, ask one child to move his chair back to make the distance between the children greater.
3. This may also be done sitting on the floor.
4. It might be wise to have the children take off their shoes for this activity enabling them to curl their toes around the ball when it is being caught.

G. Week 22, Tuesday

1. Direct the children to push a bean bag across the floor with their feet. Children should learn to use both feet in doing this activity.

VIII. EYE-FOOT COORDINATION AND FORM PERCEPTION (Continued)

G. (Continued)

- a. Children push the bean bag with their right feet.
- b. Children push the bean bag with their left feet.
- c. Children push the bean bag with alternating feet.
- d. Run a race to a specific goal.

2. Another approach may be to draw a circle or several circles in the middle of the floor and have the children stand on a goal at the end of the room. The children kick the bean bag toward the circle. Circles may be numbered, and scores could be added up when someone gets the bean bag completely in the circle.

H. Week 22, Wednesday

1. Snake--Wiggle a rope back and forth on the floor. Ask the children to jump over it without touching the rope "snake."
2. High Water--Hold a rope or yardstick at varying heights. Ask the children to step or jump over the "high water."

I. Week 22, Thursday

1. Children sit in a circle.
2. They attempt to keep an 8-inch ball in the circle by kicking it with their feet. Do not let them touch the ball with their hands.
3. Have the children lean back on their hands with their feet straight ahead.
4. This cuts down on the possibility of the children using their hands and also frees their legs for more mobility.

J. Week 22, Friday

1. This day is to be used for an evaluation of what the children have learned during the past week.
2. Have the children roll 3-inch balls back and forth to one another catching and rolling them with their feet. Remember to take off shoes.
3. Have the children push a bean bag with their right foot, their left foot, and then alternating feet.

VIII. EYE-FOOT COORDINATION AND FORM PERCEPTION (Continued)

J. (Continued)

4. Wiggle a long rope back and forth on the floor. Ask the children to jump over it without touching the rope "snake."

K. Week 23, Monday

1. Jump the Shot
   - a. Swing a rope around your body in a circle of about 8 feet.
   - b. Children stand in a circle so that they may jump over the end of the rope when it comes to them.
   - c. A weight is needed on the end of the rope to keep it on the floor.
   - d. Keep the rope moving at a constant pace. This makes it easier for the child and also helps to develop a sense of rhythm and timing.
   - e. A bright colored object on the end of the rope will help the child identify the end he is to jump over.
   - f. The key here is getting the child to keep his eye on the end of the rope and not on you.
   - g. For those having extreme difficulty, a verbal clue may be needed to get the child accustomed to the activity.

L. Week 23, Tuesday

1. Children are instructed to hop from one spot on the floor to another landing directly on the spot. Do not make the distance between the spots too great. These "spots" may be marked by chalk or tape squares.
2. You may combine this motor activity with the teaching of colors and recognizing number or shapes.
3. You may also line these spots up equidistant from each other and have the child hop a certain number of times creating the necessity of counting objects.
4. By allowing two children to jump using different numbers, you can get across the concept of which number is more and which is less.

M. Week 23, Wednesday

1. Stand children about 6 feet apart and have them kick an 8-inch ball back and forth. The kicking motion should be soft and smooth. Be sure that the

VIII. EYE-FOOT COORDINATION AND FORM PERCEPTION (Continued)

M. (Continued)

children kick with both feet alternately.

2. Optional: Children are taught to play hopscotch on the playground. Hopscotch boards may also be made with chalk or tape on the floor.

N. Week 23, Thursday

1. Ladder Walking--Children are instructed in the many different ways of walking on a ladder placed flat on the floor. Any flat ladder will do.
   a. Walk forward with one foot on each side.
   b. Walk forward on the right side of the ladder.
   c. Walk forward stepping in between the rungs.
   d. Walk backward stepping in the spaces between the rungs.
   e. Walk forward stepping on each rung.
   f. Walk backward stepping on each rung.
   g. Walk backward with one foot on each side.
   h. Walk backward on the right side of the ladder. Return on the left side.
   i. Walk sideways stepping in the spaces between the rungs. Use crossover steps.

O. Week 23, Friday

1. This day is to be used for an accumulative review of all eye-foot coordination activities.
2. Place a strip of masking tape on the floor. Have the children:
   a. walk forward, sideways, and backwards.
   b. walk forward using crossover steps.
3. Children roll 3-inch balls back and forth to each other. Balls must be rolled and caught with their feet only.
4. Have children push bean bags with their feet--right foot, left foot, and alternating feet.
5. Play "high water" as described on Wednesday.
6. Play "jump the shot" as described on Monday.
7. Children walk on the rungs of a ladder and step in every other space of the ladder.

VIII. FORM PERCEPTION

Many children entering the first grade are presumed to have developed a recognition of various symbols and forms necessary to further academic achievement. Many studies show, however, that there are many children who need further training in this area.

Training can help children to develop a comprehension of basic forms: to perceive size, shape, straight and curved lines, and to be able to visually pick out an object against a background (figure-ground relationship).

A. Week 24, Monday

1. Use masking tape to make geometric shapes on the floor. Instruct the children to walk around the tape outlines. Make circles, squares, and triangles.
2. Create the various geometrical shapes by using the whole class. Children stand or lie on the floor to form the outlines of the figures.

B. Week 24, Tuesday

1. Place round, square, and triangular objects into a bag or box. Children reach into the bag and tell which shape they are holding. They then remove the objects to see if they were correct.
2. Try to secure things from as many rooms in the house as possible (examples: kitchen, bathroom, playroom, etc.). Use as many objects as you can from the child's everyday world.

C. Week 24, Wednesday

1. Children trace around geometrical forms with their fingers. Forms may be made of cardboard or small sticks glued on cardboard.
2. Children make shapes by using toothpicks or "pick-up sticks."

D. Week 24, Thursday

1. Cut large colored magazine pictures into geometrical shapes. Children must attempt to reassemble them.

VIII. FORM PERCEPTION (Continued)

D. (Continued)

2. In order to make the created puzzle more durable and easier for the smaller children to fit together, mount the picture on construction paper or lightweight cardboard. Then, cut your picture into the desired shapes. This also prevents curling up and tearing of the corners.

E. Week 24, Friday

1. Use geometrical templates on the chalkboard. Using chalk, have the children trace around the templates.
2. Cut geometric shapes out of construction paper. Place the paper shapes on a pegboard. Children use pegs to outline the forms.

F. Week 25, Monday

1. Children make geometric shapes out of building blocks.
2. Let children copy yours and experiment.
3. Use all dimensions. By this we mean that you can stack the blocks in various ways or make a shape with each block touching the table surface.
4. When the child is copying your design, make sure he sits so that he may readily see the shape from all angles. Those who are slower need to sit directly in front of you.

G. Week 25, Tuesday

1. Create collage pictures using only geometrical forms. Use large forms that are easy for the children to cut.
2. As an introduction to this session, the teacher could put together several shapes making an object that would be familiar to the children, e.g. a wagon.

H. Week 25, Wednesday

1. Make reproductions of geometrical forms with missing lines. Have the children try to complete the shapes.

VIII. FORM PERCEPTION (Continued)

I. Week 25, Thursday

1. Play "I See Something You Don't See!"
   - a. The teacher starts by saying, "I see something ________ (round, square, triangular, etc.). Can you guess what I see?
2. Cut paper strips ½ inch wide. Give each child three or four strips of paper and ask them to paste the strips on another piece of paper in the shape of a triangle or a square.

J. Week 25, Friday

1. This day is to be used for an accumulative review of all form perception activities.
2. Place round, square, and triangular objects into a bag. Have the children reach into the bag and tell which shape they are holding.
3. Children make shapes by using toothpicks or "pick-up sticks."
4. Make reproductions of geometrical forms with missing lines. Have the children try to complete the shapes.

IX. RHYTHM

Rhythm is the flow of bodily movement. It is through the development of rhythm that the child can gain good muscle growth and motor coordination.

A. Week 26, Monday

1. Basic locomotor rhythm (done to hand clapping, a drum beat, or music)
   - a. Children walk fast.
   - b. Children walk slowly.
   - c. Children walk with small, quick steps.
   - d. Children walk with giant steps.

B. Week 26, Tuesday

1. Basic locomotor rhythm (done to hand clapping, a drum beat, or music)
   - a. Children gallop.
   - b. Children run.
   - c. Children skate (gliding, slide step).
   - d. Children dance.

C. Week 26, Wednesday

1. Basic locomotor rhythm (done to hand clapping, a drum beat, or music)
   - a. Children march.
   - b. Children jump in place.
   - c. Children hop across the room.
   - d. Each child hops on one foot across the room. Alternate feet.
   - e. Each child jumps in place on one foot. Alternate feet.

D. Week 26, Thursday

1. Body rhythms--Children are asked to imitate repetitive rhythmic movements made by the teacher or another child. Children make:
   - a. clicking sounds with their tongues.
   - b. hands bend back and forth at the wrist.
   - c. elbows bend in and out from the body.
   - d. shoulders shrug while standing on their knees.
   - e. one shoulder shrug while standing on their knees.
   - f. one leg raise and slap down on the floor while lying on their backs.

IX. RHYTHM (Continued)

E. **Week 26, Friday**

1. An evaluation of what the children have learned during the past week.
2. First, use hand clapping and then follow with music. Have the children:
    a. walk fast, then slowly.
    b. gallop, run, skate, march, jump, and hop.

F. **Week 27, Monday**

1. Children clap their hands together and slap their knees. Use the rhythms: 1-1, 2-2, 3-3; then try 1-2, 2-1, 1-3, 2-3, and 3-2.
2. "Johnny works with one hammer"--Children sit on the floor with their legs stretched out in front of them.

G. **Week 27, Tuesday**

1. Children sit and listen to directions given by the teacher.
2. Children follow these to rhythm:
    a. Clap hands twice and slap knees twice. (Repeat)
    b. Clap hands twice and touch head twice. (Repeat)
    c. Clap hands twice and touch elbows twice. (Repeat)
    d. Clap hands twice and slap stomach twice. (Repeat)
    e. Clap hands twice and touch ankles twice. (Repeat)
    f. Clap hands twice and pound chest twice. (Repeat)
    g. Clap hands twice and shrug shoulders twice. (Repeat)
3. Teacher adds to these suggestions.

H. **Week 27, Wednesday**

1. Using a table top, the children beat out the rhythms: 1-1, 2-2, 3-3, 2-1, 1-2, 3-1, 1-3, 2-3, and 3-2.
2. Start this exercise by using each hand alternately.
3. The teacher should beat these rhythms out and let the child imitate each.

MOTOR DEVELOPMENT (Continued)

IX. RHYTHM (Continued)

I. Week 27, Thursday

1. Give each child a rhythm instrument.
2. The teacher beats out the rhythm: 1-2, 2-2, 3-3, 2-3, 3-2, 1-2, 2-1, 3-1, and 1-3 on any rhythm instrument.
3. The children who hold that particular instrument repeat the given rhythm.
4. The teacher should be standing behind the children so that they are unable to see the instrument or the rhythm being beat.

J. Week 27, Friday

1. An evaluation of what the children have learned during the past week.
2. Ask the children to clap their hands together and slap their knees. Use the rhythm: 1-1, 2-2, 3-3, 2-3, and 3-2.
3. Children sit and listen to directions given by the teacher:
    a. clap hands twice and slap stomach twice.
    b. clap hands twice and pound chest twice.
    c. clap hands twice and shrug shoulders twice.
    d. clap hands twice and touch elbows twice.
4. Using a table top, the children beat out the following hand rhythms: 1-1, 2-2, 3-3, 2-1, 1-2, 1-3, 3-1, 2-3, and 3-2. The children should start this exercise by beating out these rhythms with just one hand.

X. LARGE MUSCLE ACTIVITIES

Large muscle activities start the child toward the development of his body for later life.

This training helps the child to have the ability to carry out daily tasks with vigor and alertness.

The emotional stresses placed on children in school situations can better be met if the child has a strong body.

A. Week 28, Monday

1. Swaying--Children stand with their arms overhead and lean to the left, right, front, and back.
2. Parade Horses--Children walk forward bringing their knees very high in the air. They return their feet to the floor, toes first.
3. Butterflies--Children extend their arms and move them up and down in a graceful movement as they tiptoe around the room.
4. Frog Leaping--Children squat with their hands on the floor in front of their feet. They then leap forward extending their hands and bringing their feet forward.

B. Week 28, Tuesday

1. Bend and Stretch--Children stand with their arms raised overhead. They then bend and touch their toes. Then, they straighten and stretch up.
2. Bunny Bounce--Children hold hands straight up on both sides of their heads and hop forward flexing their knees.
3. Swinging--Children hold a partner's hand with their arms slightly extended. Then, they swing their arms from side to side.
4. Pony Ride--Children squat with their hands extended pretending to be holding reins. They flex their knees and bounce up and down.
5. Rag Doll--Children bend forward allowing their arms to hang limp. They bounce their upper body loosely with their legs remaining stiff.

MOTOR DEVELOPMENT (Continued)

X. LARGE MUSCLE ACTIVITIES (Continued)

C. Week 28, Wednesday

1. Knee Toe Touch--Children sit with their legs spread wide apart. Bending forward from the hips, they touch their heads to their knees and fingers to the toes of one foot. Alternate to the other knee and foot.
2. Foot Head Touch--Children lie on the floor keeping their knees bent. They raise their right foot to their head and return it to the floor. Repeat with the left foot.
3. Leg Stretch--Children lie on the floor keeping their knees bent. They raise both feet in the air. Then, they straighten their legs and return them to the floor slowly.
4. Touching Toes--Children keep their legs straight and bend forward from the waist to touch their toes.

D. Week 28, Thursday

1. Torso Bends--Children place their hands on their hips and bend forward at the waist in a bouncing movement. They bounce to both sides.
2. Torso Twists--Children stand with their arms stretched to the sides. They turn their upper bodies as far to the right and left as possible.
3. Rowing--Children sit on the floor facing their partner with the soles of their feet together. The children grasp each other's hands and alternately push and pull each other forward and backward.

E. Week 28, Friday

1. Seesaw--Children sit on the floor facing their partner with the soles of their feet together. One child leans forward as the other leans backward.
2. Sawing--Children stand facing their partner and hold hands. They move their hands alternately forward and backward.
3. Back Twins--Children stand back to back with their elbows linked. From this position they attempt to sit down slowly and then try to stand up.

F. Week 29, Monday

1. Front Somersault--Children assume a squatting position, roll forward, kick their feet over their head, and finish in a sitting position.

X. LARGE MUSCLE ACTIVITIES (Continued)

F. (Continued)

2. Back Somersault--Children assume a squatting position, roll back, kick their feet over their head, and finish in a kneeling position.
3. Bridge--Children lie on their backs and place their hands on the floor over their shoulders. Pushing with their hands and feet, they raise their bodies from the floor.

G. Week 29, Tuesday

1. Wheelbarrow--One child lies on the floor on his stomach with his legs spread apart. He places his palms flat on the floor near his shoulders. The second child stands between the legs and lifts the legs off the floor. The first child attempts to walk on his hands.
2. Yo-Yo Bounce--Children stretch their arms straight out in front and bend their knees, lowering themselves to a squatting position. They then straighten their legs and stand up.

H. Week 29, Wednesday

1. Leg Crossover--Children lie on their backs. Keeping their right leg in place, they cross the left leg over the right and place the foot flat on the floor. Alternate legs.
2. Scissors--Children lie on their backs. Keeping their legs straight, they raise one leg and lower it to the floor. Repeat with the other leg.
3. Rolling Sit-ups--Children lie on their backs. Their feet are raised toward their head and then brought down forcefully bringing the body to a sitting position.

I. Week 29, Thursday

1. Sit-ups--Children lie on their backs with their arms stretched overhead. Their arms are brought forward raising their bodies from the floor.
2. Chest Stretch--Children open their arms wide so that they are straight out from the shoulders. The arms are then brought forcefully forward bending at the elbows so that their fists strike their chest.

MOTOR DEVELOPMENT (Continued)

X. **LARGE MUSCLE ACTIVITIES** (Continued)

I. (Continued) .

3. Alternate Arm Action--Children stand with their arms straight down at their sides. They raise and lower their right arms, then their left arms. They keep their arms straight at the elbows.
4. Bicycle--Children lie on their backs with their feet in the air. One leg is kept in the air while the other is lowered toward their chest. Their knees are bent when lowering their legs. Alternate legs.

J. **Week 29, Friday**

1. Shoulder Rotations--Children hold their arms straight out from their sides. They turn their palms up and then down. Repeat.
2. Arm Rotations--Children hold their arms straight out at the sides. Keeping their arms straight, they move their arms to make small circles with their hands.
3. Ankle Rotations--Children lie with their legs straight and their toes pointed up. They turn their feet so that their toes point in and then out.
4. Overhead Stretch--Children stand with their arms at their sides. Their arms are then raised straight overhead stretching toward the ceiling. Lower arms and repeat.

K. **Week 30, Monday**

1. Head Turn--Children lie on their stomachs with their hands clasped behind their backs. They lift their chests and shoulders off the floor. They turn their heads to the front, the side, and as far to the back as possible without turning their bodies.
2. Flying Bird--Children lie on their stomachs and stretch their arms like the wings of a bird. They lift and lower their heads and chests while flapping their arms.

L. **Week 30, Tuesday**

1. Floor Sweep--Children kneel and sit on their heels with their hands on the floor. They lean forward sliding their hands out in front until their chests touch their knees. In this position they swing their arms to the left and then to the right.

X. LARGE MUSCLE ACTIVITIES (Continued)

L. (Continued)

2. Slant Board Climbing--Children walk up and down a slanting board without holding on. Variation--Children may creep up the board on their hands and knees or scoot up on their stomachs.

M. Week 30, Wednesday

1. Ball Push--Children assume a hands and knees position and push a ball along the floor with their heads.
2. Siamese Twins--Children face each other. They place their foreheads together and hold hands with their arms down straight. They walk backward, forward, and sideways using various speeds in walking.

N. Week 30, Thursday

1. Knock 'Em--Facing a partner, each child crosses their arms on their chests and stands on one foot. They hop to each other trying to knock the other person off balance using only their folded arms to push with. If both feet touch the floor simultaneously, it is a knockdown.
2. Hopping Kangaroo--Children assume the squatting position and hop around the room imitating kangaroos.

O. Week 30, Friday

1. Ball Passing--Children form a line with an arm's length distance between them. An 8-inch ball is passed overhead from child to child. When the ball reaches the end of the line, the children turn around and repeat the activity. Variation--Pass the ball through the legs or sideways.

P. Week 31, Monday

1. Rope Jumping--Children can be taught to jump in the following ways:

   a. Forward--feet together
   b. Forward--alternate feet
   c. Forward--one foot at a time
   d. Backward--both feet together

2. Climbing Stairs--Children lie on their backs with their legs extended. Their legs are made to imitate the climbing of stairs.

MOTOR DEVELOPMENT (Continued)

X. **LARGE MUSCLE ACTIVITIES** (Continued)

Q. **Week 31, Tuesday**

1. Rope Jumping

    a. Backward--feet together
    b. Hot Pepper--forward jumping very fast.
    c. Hot Pepper--backward jumping very fast.

2. Hand Leg Climb--Children lie on their backs with one leg extended. Both hands are placed upon their upper thighs, and their hands are then moved in a climbing manner toward their ankles. As the hands move upward, the children sit up. Reverse and "climb" down the leg.

R. **Week 31, Wednesday**

1. Backward Toe Touch--Children lie on their backs stretching their legs overhead until they touch the floor.
2. One Leg Swing--Children sit on the floor with one knee held to their chest. They then lie or roll backwards bringing the other leg up into the air.
3. Ball Foot Roll--Children stand and place a rubber ball under one foot. They roll the foot backward and forward over the ball pressing down hard. Alternate feet.

S. **Week 31, Thursday**

1. Leg Push--Children sit facing a partner with the soles of their feet together. They bend their knees and both push at the same time trying to push each other away.
2. Toe Touch--Children lie on their backs with a partner. Their two heads touch at the top. They stretch their arms overhead and hold hands. Legs are swung overhead until the partner's toes are touched.
3. Stiff as a Board--Children assume a kneeling position with their arms held stiffly at their sides. They then lean backward as far as possible. Then, they hold and straighten.

T. **Week 31, Friday**

1. This day is to be used for an accumulative review of all large muscle activities.

X. LARGE MUSCLE ACTIVITIES (Continued)

T. (Continued)

2. Race--The first couple runs to the teacher. The winner will go to the end of the line, and the loser stands in back of the teacher.

XI. FINE MUSCLE DEVELOPMENT

During the preschool years, a child develops hand muscle control in a rather aimless manner. Many parents and teachers fail to realize the necessity for training in this area. Therefore, many children are deficient in the areas of fine muscle and hand dexterity.

It is important to help children develop individual finger strength, finger coordination, and to begin their symmetrical training in the use of both hands.

In this section you will also find procedures for helping the children to gain controlled movement of the fine eye muscles.

A. Week 32, Monday

1. The children clasp their hands so that the fingers of the right hand alternate with the fingers of the left hand. They can change positions by placing the fingers of their right hand on the other side of their fingers of their left hands. Repeat several times.
2. Pick up small objects, such as: pennies, marbles, beans, straight pins, etc. Place these objects in the mouth of a small bottle or through a small opening in a box.

B. Week 32, Tuesday

1. Children practice opening and closing a snap-type clothespin. When they are proficient at manipulating the clothespin, have them try picking up objects, such as: marbles, sticks, spring paper clips, pencils, small boxes, rubber bands, etc.
2. While seated, ask the children to place their hands at arm's length about 2 feet apart with their thumbs up. Holding a bead still, they move their eyes from their left thumb to their right thumb. Repeat several times.

C. Week 32, Wednesday

1. Children imitate the movement of playing a pretend musical instrument. They can form a band, march, and pretend to play.

XI. FINE MUSCLE DEVELOPMENT (Continued)

C. (Continued)

2. While seated, ask the children to clasp their hands so that both thumbs are up directly in front of their eyes. On command without moving their heads, the children move their eyes from their thumbs to a person or object in front of them. Reverse and repeat. Use as many objects in the room as possible. Proceed from larger to smaller objects.

D. Week 32, Thursday

1. Discuss several favorite stories with the children. Seat every child at the table and give each a piece of modeling clay. Instruct the children in making finger puppets of their favorite character. Follow this activity by acting out the stories using their finger puppets.
2. Fasten a light object, such as a piece of chalk, on the end of a string. Allow the object to swing slowly in front of each child's eyes. The child should attempt to track the piece of chalk with his eyes as it moves in front of him. Other children may watch to see if the eyes are moving correctly.

E. Week 32, Friday

1. This is an evaluation of the past week's activities.
2. While seated, ask the children to place their hands at arm's length about 2 feet apart with their thumbs up. While holding their heads still, they move their eyes from their left to right thumb. Repeat several times. Have them move their heads slowly.
3. Fasten a piece of chalk on the end of a string. Allow the object to swing slowly in front of each child's eyes. The children track the chalk with their eyes.
4. Pick up small objects with their fingers and drop them into a small bottle or box.
5. Use clothespins to drop objects into small bottles.

F. Week 33, Monday

1. Children close their hands into tight fists. Then, they open their hands very wide. Repeat.

XI. FINE MUSCLE DEVELOPMENT (Continued)

F. (Continued)

2. Holding their hands up with their palms facing the teacher, the children move their thumbs in and out. Then, have them move their fingers up and down. Do alternately.
3. Children hold their hands vertically. Have them tap their pointer fingers against their thumbs. Tap five times. Tap middle fingers against thumbs five times. Follow the same procedure with their ring and little fingers. As the children readily sort out their fingers, this exercise may be done to a drum beat, the ring of a triangle, or to music.

G. Week 33, Tuesday

1. Children clap their fingertips together.
2. Children snap their fingers one hand at a time.
3. Have the children place a pencil in their right hand. With the pointer finger and thumb of the left hand, pick up the pencil slowly raising it to eye level and then lowering it back to the right hand and releasing it. Their eyes should follow the pencil up and down. Pick up the pencil again this time with their middle finger and thumb and repeat the process of raising and lowering the pencil. Next, pick up the pencil with their ring finger and thumb and finally with their little finger and thumb. After each finger of the left hand is used, place the pencil in the left hand and repeat the whole process using their right hand.

H. Week 33, Wednesday

1. Place a half sheet of newspaper in front of each child. The children should be sitting at their desk with one hand behind their chair. With the free hand the children should pick up the paper and start to crumple it into a small ball. They may not touch their bodies to aid them nor may they touch the desk. Their hand should be held directly in front of them. Repeat the task with their other hand.
2. Children place fingertips of their right hand against those of their left hand. Have them keep their fingertips together and clap their palms. Release and repeat.

XI. FINE MUSCLE DEVELOPMENT (Continued)

H. (Continued)

3. Children place palms of their right hands on the table. Each child taps his pointer finger on the table without moving his other fingers. Tap five times. Tap the middle finger on the table five times without moving the other fingers. Repeat with the ring fingers and little fingers. Upon completion of the cycle, repeat with the other hand. When the children are able to do this well, they may do both hands at the same time.

I. Week 33, Thursday

1. Children cross their middle fingers over their pointer fingers. Reverse with pointer fingers over middle fingers. Use both hands. Cross index fingers over thumbs. Reverse with thumbs over index fingers.
2. Children grasp hands with the fingers of their right hands between their thumbs and pointer fingers of their left hand. Then, have them change so that their left fingers are between their right thumbs and pointer fingers. Repeat.
3. Each child tosses a bean bag from one hand to the other hand while holding his head still and watching the bean bag.

J. Week 33, Friday

1. Review the lessons from the past week as an evaluation.

K. Week 34, Monday

1. Children sit in their chairs and remove their shoes and socks. Have them place their socks in front of them. Without moving their heels from the floor, have them extend their toes trying to grasp the sock. Pull a piece of it under the foot. Alternate feet.
2. Hold balloons above the children's heads and release them. Have the children catch them. Be sure they watch the balloon as it falls.

L. Week 34, Tuesday

1. Children sit in a circle on the floor. Give one child a Ping-Pong ball. Move the ball about the circle by:

XI. FINE MUSCLE DEVELOPMENT (Continued)

L. (Continued)

a. flipping the ball using their thumbs and pointer fingers.
b. batting the ball with the backs of their hands.
c. batting the ball with the fronts of their hands.

2. Children sit in chairs and put their pointed toes on the floor. "Pretend you are a ballerina dancing on her toes," says the teacher. Move toes about as if taking tiny steps.

M. Week 34, Wednesday

1. Place a selection of small objects on the floor. Examples: jacks, marbles, small balls, crayons, pencils, pegs, etc. Have the children use their toes to pick up the objects and place them in a box.
2. Children sit in their chairs and stretch their right legs out in front of them. Have them place the soles of their left feet against the calves of their right legs. Massage using their toes and heels. Alternate feet.

Games

BROWNIES AND FAIRIES: The players are in two groups: one called Brownies and the other called Fairies. Goal lines are marked across both ends of the playing area. Each group in turn stands on its goal line with the player's backs toward the other group. Upon a silent signal from the teacher, the Brownies (or Fairies) advance quietly toward the other group's goal line. When they are within approximately 10-15 feet, the teacher calls, "The Brownies (or Fairies) are coming." This is the signal for the Fairies (or Brownies) to turn and chase until the group is safe behind their goal line. Those who were tagged before reaching the goal line must go with the children of the other team and become members of that team. Repeat with the other team. This develops directionality, space relationships, and hearing discrimination.

CALL BALL: The players stand in a circle with one child in the center. The child in the center tosses the ball above his head while calling the name of a child in the circle. The child whose name was called tries to catch the ball. This child then takes the place of the child in the center. This develops eye-hand coordination, hearing discrimination, and large muscle coordination.

CHARLIE OVER THE WATER: The players are in a circle with their hands joined. One player--"Charlie"--stands in the center of the circle. The players walk around in a circle chanting:

Charlie over the water,
Charlie over the sea,
Charlie caught a blackbird,
But he can't catch me.

As they say "me," the players squat quickly. "Charlie" tries to tag a player before he squats. The child whom he tagged changes places with him. This develops large muscle coordination and directionality.

MOTOR DEVELOPMENT (Continued)

Games (Continued)

CROSSING THE BROOK: Two lines are drawn to represent the banks of the brook. The children run and jump over the brook. Anyone missing the jump and landing in the brook is sent "home" to put on dry shoes and socks. He sits and pretends to do these things and then reenters the game. This develops hearing discrimination, directionality, spatial relationships, balance, and eye-foot coordination.

I'M GOING TO CATCH A FISH: Seat the children in a circle. One child stands in the middle--"the fish." Another child sitting in the circle and holding the ball says, "I'm going to catch a fish." The child in the middle says, "Oh, no, you're not!" The child in the circle rolls or throws the ball and tries to hit "the fish." When "the fish" is hit, he sits in the circle; and the child who was hit becomes "the fish." This develops directionality, eye-hand coordination, and large muscle development.

CIRCLE STRIDE BALL: Use a large ball. Players stand in a circle with their feet touching on both sides. One child is "it" and stands in the center. He tries to roll the ball through the feet of any child in the circle. If he succeeds, he takes the place of the child he hits; and this child becomes "it." Children can use only their hands to stop the ball. This develops basic body movement and eye-hand coordination.

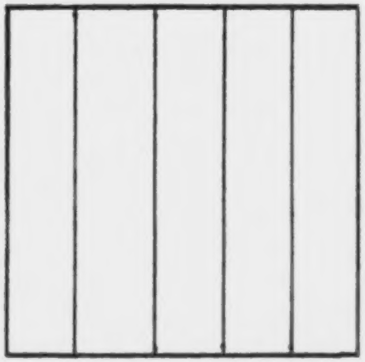
TEACHER BALL: Use six to eight players. One child is the "Teacher." Players line up about 5 feet away from the "Teacher" in a straight line. The "Teacher" throws the ball underhand to each child in turn. If a player misses, he goes to the end of the line; and the child at the head of the line becomes the "Teacher." This develops eye-hand coordination and direction.

MOTOR DEVELOPMENT (Continued)

Progression of Cutting Skills

1. Child learns to hold scissors and make single cuts on paper.
2. Child makes a long, continuous cut on newspaper.

3.



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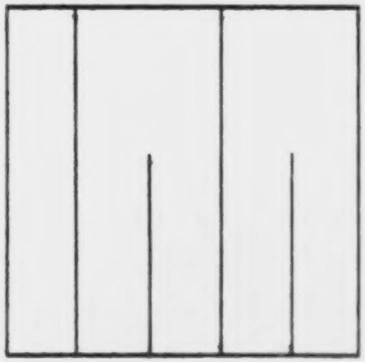

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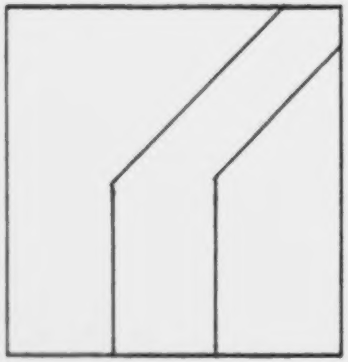

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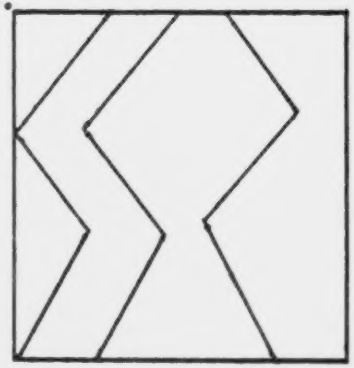

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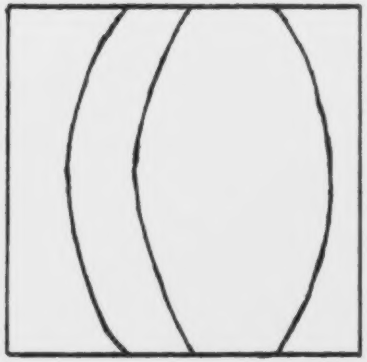

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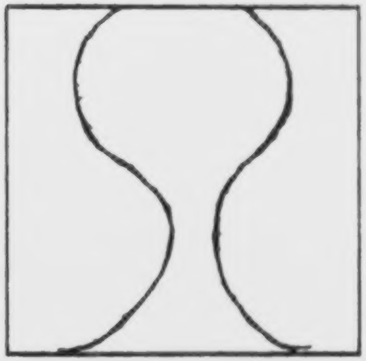

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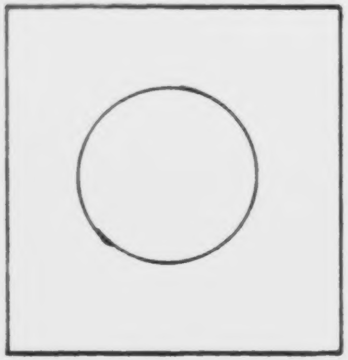

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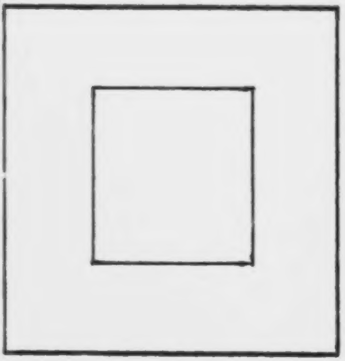

Kindergarten and Grade One

I. SUGGESTIONS FOR SCISSOR MANIPULATION DIFFICULTIES

1. Very young children can tear rather than cut paper if necessary.
2. The teacher can hold and turn the paper for students to help with directions of where to cut.
3. Thick--dark black or bright red--lines are easier for the student to identify and cut when scissors are first introduced.
4. Students can control scissors better if the paper is held vertically with the students starting from the bottom to the top of the paper.
5. For the child who does not understand the process of cutting, push his hand open and pull his hand closed.

II. PASTING SUGGESTIONS

1. Teach the children to put paste on their fingers not all over their hands. Sometimes it helps to provide a stiff-bristled brush with paste.
2. In using Elmer's glue, provide small pastic containers with nozzles if possible. The child should "draw" a line of glue near the edge of the shape and then smooth the paste away from the center onto the edge of the shape. Pasting should be done on scrap paper or a 6-inch square of newspaper to protect work surfaces.
3. In helping a child to learn where to apply paste, draw a fat line around the outside perimeter of the shape and a large mark in the middle. This will identify specific pasting areas. Eventually the child will learn how to paste, and the lines can be excluded.
4. For the child who has difficulty squeezing a standard plastic glue bottle, cut off the top of the spout to enlarge the hole or provide a softer plastic bottle with a spout. (Hairdressing, plastic dye bottles, and plastic paint containers with spouts are all good.) Glue can also be applied with Q-tips or tiny sponge bits.

III. WHEAT PASTE (PAPIER MACHE PASTE)

1. Sometimes the color, odor, and coldness of this paste upsets their stomachs. If this occurs, use warm water and add a drop of vanilla extract and a drop of food coloring to change the color, the feel, and the odor.

IV. PUTTING ON SMOCKS

1. For children who have difficulty putting their arms into smocks, etc., try this: Lay the smock flat on the floor; child picks up the top of the smock, places his arms in the sleeves, throws the rest of the smock over his head, and it falls into place; he buttons himself.
2. Variation--Lay the smock on the floor opened up. The child puts his arms through the sleeves and the smock goes on backwards. Students line up in a "chain" and button each other's smocks.

V. PAINTING

1. When introducing painting experiences to young children, limit the palette to red, blue, yellow, and black. Provide one brush for each color.
2. Instruct children to hold the brush near the end of the handle not near the bristles and to paint BIG objects.
3. Encourage children to use several colors rather than just one and to try to fill up the space on their paper.
4. Keep paints from dripping by providing thick paint of a creamy consistency. Powdered paint can be thickened with soap powder or liquid starch and water.
5. Timid children who work small and seldom finish a picture often feel threatened by a large piece of paper. Provide a smaller piece of paper until the child develops self-confidence and can fill up the paper; then slowly enlarge the size of the paper until the child is working full scale.

VI. FINGER PAINT

1. Children often do not like the cold, slippery, sticky feeling of finger paint. In these instances provide a substitute--food coloring added to shaving cream, liquid starch mixed with food coloring, or powdered paint.

VII. GENERAL

1. To develop strong hand and single finger movements, let the children work with plasticine clay.
2. Try not to use white paper if a child rubs his eyes (the glare may be disturbing). Use manila or a natural tone instead.

MOTOR DEVELOPMENT (Continued)

VII. GENERAL (Continued)

3. For children who cannot exert enough downward pressure to draw visibly clear images with "hard" materials, such as crayons, provide nontoxic felt-tip markers.
4. Have alternate activities available for the child who is not responding to the current lesson for various reasons.
5. When teaching a skill, concentrate on the skill rather than the finished product.
6. If a child confuses left and right, place a dot on the left hand and the left side of the project.
7. To overcome small, tight expressions, give children fluid art materials (paint with large brushes, nontoxic markers, finger paints, etc.).
8. For students who need security, provide activities that include repetition.
9. For stitchery on netting and when needles seem too dangerous to use, dip the ends of yarn into Elmer's glue and allow them to dry overnight or wrap the ends of yarn with Scotch tape.
10. When teaching a weaving lesson, make certain that the warp and weft are of different colors.
11. Verbalization and repeated exploratory touch experiences will enable the students to identify lines found in environment, in self, and on edges of objects.
12. Teach the concept of space by using multisensory approaches, such as:
    a. feeling depth and height of different objects.
    b. feeling different thicknesses of wood, cardboard, and solid forms.
    c. giving oral directions when collecting and distributing art media.
    d. working with tactile media (paper sculpture lessons) to promote understanding of depth and space.
    e. developing drawing and painting through establishing top and bottom (a ground line); then, proceed to near and far; later, include middle, beside, and behind.
13. In working with activities, such as cut and paste, develop the concepts of behind and in front of. (Grade 1)
14. Give oral directions when distributing or collecting art materials: "Pass the crayons to your left; the water is near you; line up behind each other."
15. Use many repeated spatial-oriented art activities concentrating on one space concept at a time until they are learned.

MOTOR DEVELOPMENT (Continued)

VII. GENERAL (Continued)

16. Develop two-dimensional space differences through experiences with paper folding, creating patterns, and gadget printing.
17. Develop awareness of depth through art experiences with clay or paper sculpture.
18. Develop body awareness and schema by repeated lessons on figures with different media and processes including puppets and self-portraits.
19. Teach directionality through folding experiences for directional differences.
20. Teach positive and negative space (open and closed) through simple one-object stencil print. NOTE: Do not use the terms, positive and negative; rather, lead the child to see that the object makes one shape, and the space around it creates another.
21. Specify subject matter to depict space comparisons: big, little; near, far; front, middle, back; top, bottom.
22. Develop tactile and kinesthetic awareness through many sensory experiences including a touch table with various textures.
23. Provide painting lessons to develop gross motor movements.
24. Use many eye-hand coordination art experiences, such as: stitchery, weaving, or cut and paste to spatial awareness.
25. For color orientation and reinforcement activities, sorting and matching shapes and colors are good.
26. To promote color discrimination to very young children, introduce and use only one color in the activity and associate that color to the environment.
27. Provide color activities that relate to self, nature, animals, holidays, seasons, night and day, and the general environment.
28. When introducing color mixing, concentrate on one color at a time starting with the secondaries; e.g., what two colors make green? Orange? Purple?
29. Consistently and repeatedly associate color with objects.
30. Use geometric shapes to form images (cart, house, etc.); combine geometric shapes with free form shapes for expanded imagery (car, boat, etc.).
31. Provide drawing and painting experiences for shape. Start with familiar topics and simple one-object lessons.
32. Use both two-dimensional (drawing and cut and paste and three-dimensional paper sculpture projects) to develop figure concepts.

VII. GENERAL (Continued)

33. Develop Gestalt formation by providing construction projects which require relationships of each part to other parts to form one whole object (cut and paste pictures).
34. To develop figure-ground awareness, provide lessons where one main object is pasted on a background. The background then is drawn or colored with crayons.

MOVEMENT PATTERNS AND DEVELOPMENT MILESTONES

Skill Area Locomotor	Criteria	Performance Milestone
JUMPING	Jumping from a 12 in. height, one foot	24 mo.
	Jumping forward 10-35 cm. from 30 cm. height, both feet	37.3 mo.
	Jump a distance of 10-35 cm.	38 mo.
	Jump a distance of 36-60 cm.	40 mo.
	Jump a distance of 60-85 cm. (preliminary arm swing moves the body forward, but arm action and leg and hip extension are not coordinated)	48 mo.
	Jump a rope lower than 20 cm.	42 mo.
HOPPING	1-3 steps, both feet	38 mo.
	1-3 steps, one foot	43 mo.
	4-6 steps, both feet	40 mo.
	4-6 steps, one foot	46 mo.
	7-9 steps, both feet	41 mo.
	7-9 steps, one foot	55 mo.
	10 or more steps, both feet	42 mo.
	10 or more steps, one foot	60 mo.
	Hopping from one foot to the other without breaking rhythm--two left, two right (53 percent surveyed could perform)	8 yrs.
GALLOPING	Gallop action (43 percent surveyed could perform)	48 mo.
	Gallop action (78 percent surveyed could perform)	5 yrs.
	Gallop action (skillful galloping by nearly all children)	6½ yrs.
SKIPPING	Shuffle step	38 mo.
	Skipping action (14 percent surveyed could perform)	4 yrs.
	Skipping action (22 percent surveyed could perform)	5 yrs.
	Skipping action (90 percent surveyed could perform)	6 yrs.

MOVEMENT PATTERNS AND DEVELOPMENT MILESTONES (Continued)

Skill Area Locomotor	Criteria	Performance Milestone
RUNNING	Run 3.8 yd./sec., boys (coordinated arm/leg action but limited range of movement)	5 yrs.
	Run 3.6 yd./sec., girls	5 yrs.
	Run 4.2 yd./sec., boys	6 yrs.
	Run 4.1 yd./sec., girls	6 yrs.
	Run 4.6 yd./sec., boys	7 yrs.
	Run 4.4 yd./sec., girls	7 yrs.
	Run 5.1 yd./sec., boys	8 yrs.
	Run 4.6 yd./sec., girls	8 yrs.
LEAPING	"Step down jumps" (step down from a 12 in. elevation, one foot leading	24-27 mo.
KICKING	Immature kicking with some force (pushhike)	24 mo.
	Balance on nonkicking foot, no arm involvement, little follow-through	5 yrs.
	Full leg backswing with forward kick	6 yrs.
	Complete leg extension, hip rotation, and follow-through	8 yrs.
THROWING	Arm-foot opposition	4 yrs.
	Throwing using a rotary movement of the trunk taking the throwing hand back and then rotate forward	3½-5 yrs.
	Use forward step during the throw for follow-through	5-6 yrs.
	9½ in. ball, 10-11 ft.	4 yrs. 3 mo.
	9½ in. ball, 14-15 ft.	5 yrs. 4 mo.
	Mature or skilled form using weight shift and trunk rotation	
	Softball throw--boys, 45.2 ft.	7 yrs.
	--girls, 25.8 ft.	7 yrs.
	--boys, 59 ft.	8 yrs.
	--girls, 33.8 ft.	8 yrs.

MOVEMENT PATTERNS AND DEVELOPMENT MILESTONES (Continued)

Skill Area Locomotor	Criteria	Performance Milestone
CATCHING	Catch large ball with arms stiff	3 yrs.
	Catch large ball with arms flexed at the elbows and the body moving in the direction of the ball	4 yrs.
	Catch 8 in. playground ball, 3-4 times out of 5, when bounced at chest height (15 ft. distance)	5 yrs.
	Catch tennis ball with one hand and with two hands after one bounce (20 trials, 10 each hand)	
	--average number of catches, 10.9	5 yrs.
	--average number of catches, 15.4	6 yrs.
	--well established with few errors	7 yrs.
	Catch tennis ball after throwing down with one hand and catching it with the same hand on one bounce (20 trials, 10 each hand)	
	--average number of catches, 7.3	5 yrs.
	--average number of catches, 14.2	6 yrs.
	--well established with few errors	7 yrs.

FINGER PLAYS--ABOUT OURSELVES

Here Are

Here are my ears, and here is my nose;
Here are my fingers, and here are my toes;
Here are my eyes, both open wide;
Here is my mouth with my tooth inside,
And my busy tongue that helps me speak.
Here is my chin, and here are my cheeks,
Here are my hands that help my play,
And my feet that run about all day.
(Touch each part of the person as names are mentioned.)

Two Little Eyes

Two little eyes to see nice things to do,
Two little lips to smile the whole day through,
Two little ears to hear what others say,
Two little hands to put our toys away,
A tongue to speak sweet words each day,
A loving heart for work and play,
Two feet that errands gladly run,
Make happy days for everyone.

Hands

Roll them and roll them,
And give your hands a clap;
Roll them and roll them
And fold them in your lap.

Fingers

I have ten little fingers, and they all belong to me,
I can make them do things, would you like to see:
I can shut them up tight or open them wide.
I can put them together or make them all hide.
I can make them jump high, I can make them jump low.
I can fold them up quietly and hold them just so.

Open, Shut Them

Open, shut them; open, shut them;
Give a little clap.
Open, shut them; open, shut them;
Lay them in your lap.
Creep them, creep them
Up to the tiny head.
Take them down again
And tuck them all in bed. (Place in lap.)

Hands

My hands upon my head I place,
On my shoulders, on my face.
On my hips I place them so,
Now behind my back they go.
Now I raise them up so high
Make my fingers fairly fly.
Now I clap them, one, two, three.
Then I fold them silently.

FINGER PLAYS--ABOUT OURSELVES (Continued)

Clapping

Let your fingers clap, clap, clap. (Clap hands three times.)
Let your fingers snap, snap, snap. (Snap fingers three times.)
Fold your arms and quiet be. (Fold arms.)
Roll your hands so wide awake. (Roll arms.)
Let your fingers shake, shake, shake. (Shake fingers.)
Fold your hands and quiet be. (Fold hands.)
Climb the ladder, do not fall (Arms moving up a ladder.)
Till we reach the steeple tall.
Fold your hands and quiet be. (Fold hands.)

Right and Left

This is my right hand,
I'll raise it up high.
This is my left hand,
I'll touch the sky.
Right hand, left hand,
Roll them around.
Left hand, right hand,
Pound, pound, pound.

See my Clothes

One, two, three, four, five, six, seven, eight, nine; (Hold up nine fingers.)
See the dresses on the clothesline.
Some are Mother's, and some are mine.
But all of them dry in the yellow sunshine.

This is the Circle

This is the circle that is my head.
This is my mouth with which words are said.
These are my eyes with which I see.
This nose is also part of me.
This is the hair which grows on my head.
This is my hat--it is pretty and red.
This is the feather--it is bright and gay,
Now I am ready for kindergarten today.

Fingers

Ten little men, standing in a row,
Ten little men to market go.
Thumbkin goes to buy some meat,
Pointer goes to buy some wheat,
Tall man goes to get a sack,
In which to bring the bundles back.
Ring man goes to get some milk,
Little man goes to get some silk.
Ten little men standing in a row,
Ten little men to market go.

Going to Bed

This little boy is just going to bed,
Down on the pillow he lays his head.
He wraps himself in the covers tight,
And this is the way he sleeps all night.

Morning comes, he opens his eyes,
Off with a toss, the cover flies,
Soon he is up, dressed, had breakfast, and away,
Ready for kindergarten today.

FINGER PLAYS--ABOUT OURSELVES (Continued)

Johnny Jingles

Johnny, Johnny Jingles
Jumped out of bed.
He brushed his teeth,
And washed his face,
And combed his tangled head.
He put his clothes on carefully,
His shoes he neatly tied,
Then went downstairs to breakfast,
And sat by Mother's side.
He ate the food she gave him,
And then he said, "Goodbye,
I'm off to school, I'll be on time,
For never late am I."

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My Shoes

First I loosen mud and dirt,
My shoes I then rub clean.
For shoes in such a dreadful sight,
Never should be seen,
Next I spread the polish on,
And then I let it dry.
I brush and brush and brush and brush,
How those shoes shine--Oh my!

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FINGER PLAYS--ABOUT FAMILY AND HOME

Homes

The fish live in the brook (Wiggle hands, move
  forward.)
And birds live in the tree (Arms make spreading
  motion.)
But home's the very nicest place (Make fists--
  join together.)
For a little child like me.

My Family

Here is my pretty mother;
  (Point to the pointer finger.)
Here is my father tall;
  (Point to the middle finger.)
Here is my older brother,
  (Point to the ring finger.)
And that isn't all;
Here is my baby brother,
  (Point to the little finger.)
As small as small can be;
Who is this other person?
  (Point to the thumb.)
Why, of course, its me!
1, 2, 3, 4, 5, you see,
  (Touch each finger as you count.)
Make a very nice family!

This is the Father

This is the father who brings us our bread;
  (Point to the middle finger.)
This is the mother who puts us to bed;
  (Point to the pointer finger.)
This is the brother who plays with his ball;
  (Point to the ring finger.)
This is the sister who plays with her doll;
  (Point to the thumb.)
And this is the baby, the smallest of all.
  (Point to the little finger.)

Homes

Here's a nest for robin redbreast, (Cup hand
  to make nest.)
Here's a hive for busy bee, (Fist doubled up
  for a hive.)
Here's a hole for Jacky Rabbit, (Tip of fingers touching the thumb.)
And here's a house for me. (Fingers of both
  hands are locked for the house.)

Two Little Houses

Two little houses closed up tight; (Two closed
  fists.)
Open up the windows and let in the light.
  (Spread hands apart.)
Ten little people tall and straight, (Hold up
  ten fingers.)
Ready for the bus at half past eight!
  (Fingers make a running motion.)

FINGER PLAYS--ABOUT FAMILY AND HOME (Continued)

Here are Mother's Knives and Forks

Here are Mother's knives and forks!
(Interlock fingers with palms up.)
This is Father's table;
(Fingers interlocked with palms down.)
This is Sister's looking glass,
(Make a peak of the two pointer fingers.)
And this is Baby's cradle.
(Interlock fingers and rock them back and forth; thumbs and little fingers should be extended.)

These are Gradnmother's Glasses

These are Grandmother's glasses;
(Make circles around each eye with fingers.)
This is Grandmother's cap!
(Hold fingers interlocked over their heads.)
This is the way she folds her hands,
(Fold hands.)
And lays them in her lap.
(Lay hands in lap.)

FINGER PLAYS--ANIMALS

The Puppy

Here is a puppy. (Make a fist with the pinky and pointer fingers up for ears.)
Long ears and short nose
Wagging his tail
Wherever he goes.

The Alligator

The alligator likes to swim. (Two hands flat--one on top of the other.)
Sometimes his mouth opens wide. (Fingers on each hand stay close together--hands open and shut.)
But when he sees me on the shore,
Down under the water he'll hide. (Hands in original position--go down to the floor.)

Frogs

This little froggie broke his toe.
This little froggie said, "Oh, oh, oh."
This little froggie laughed and was glad.
This little froggie cried and was sad.
This little froggie, so thoughtful and good,
Ran for the doctor as fast as he could.
(Put hand quickly behind your back.)

Fish

Ten little fishes were swimming in a school.
This one said, "Let's swim where it's cool."
This one said, "It's a very warm day."
This one said, "Come on, let's play."
This one said, "I'm hungry as can be."
This one said, "There's a worm under that tree."
This one said, "Wait, we'd better look."
This one said, "Can't we get it away."
This one said, "Perhaps we may."
This one was so very brave,
He grabbed a bite and swam away.

Frogs

Five little froggies sat on the shore.
One went for a swim, and then there were four.
Four little froggies looked out to sea,
One went swimming, and then there were three.
Three little froggies said, "What can we do?"
One jumped in the water, and then there were two.
Two little froggies sat in the sun,
This one swam off, and then there was one.
One lonely froggie said, "This is no fun."
He dived into the water, and then there was none.
(Push down a finger as each frog leaves.)

FINGER PLAYS--ANIMALS (Continued)

Turtle

This is my turtle. (Make your hand into a fist.)
He lives in a shell.
He likes his home very well.
He pokes his head out when he wants to eat, (Thumb sticks out between the first and second fingers.)
And pulls it back when he goes to sleep.

Chickadees

Five little chickadees sitting on the floor;
One flew away, and then there were four.

Four little chickadees sitting on a tree;
One flew away, and then there were three.

Three little chickadees looking at you;
One flew away, and then there were two.

Two little chickadees sitting in the sun;
One flew away, and then there was one.

One little chickadee sitting all alone;
He flew away, and then there was none.
(As each bird flies way, another finger goes down.)

The Butterfly

One, two, three, four, five, (Pop up fingers on the right hand as you count.)
I caught a butterfly.
Six, seven, eight, nine, ten, (Pop up fingers on the left hand as you count.)
I let him go again.

The Mouse

A little mouse came out to take a peek. (Hold thumb erect and wriggle it.)
This one saw it. (Shake the pointer finger.)
This one ran after it. (Shake the middle finger.)
This one caught it. (Shake the ring finger.)
This one ate it . . . squeak, squeak, squeak. (Shake the little finger.)

Chickens

Said the first little chicken,
With a queer little squirm,
"I wish I could find a fat little worm."

Said the second little chicken,
With an odd little shrug,
"I wish I could find a fat little bug."

Said the third little chicken,
With a sharp little squeal,
"I wish I could find some nice yellow meal."

Said the fourth little chicken,
With a small sigh of grief,
"I wish I could find a little green leaf."

Said the fifth little chicken,
With a faint little moan,
"I wish I could find a wee gravel stone."

"Now see here," said the mother,
From the garden patch,
"Just come here and scratch, scratch, scratch."

FINGER PLAYS--ANIMALS (Continued)

Ducks

Five little ducks went in for a swim.
The first little duck put his head right in.
The second little duck put his head far back,
The third little duck said, "Quack, quack, quack."
The fourth little duck with his tiny brother
Went for a walk with his father and mother.

Old Dan

Old Dan has two eyes
Old Dan has two ears (Point to features as they are mentioned.)
Old Dan has one mouth
With many, many, many, many teeth.

Old Dan has four feet
Old Dan has four hoofs
Old Dan has one tail (Make sweeping motion for the tail.)
With many, many, many, many hairs.

Old Dan can walk, walk, walk,
Old Dan can trot, trot, trot, (Use first and second fingers on flat surface to show walking, trotting, and running.)
Old Dan can run, run, run,
Many, many, many, many miles.

Pigs

Two mother pigs lived in a pen. (Show thumbs.)
Each had four babies and then made ten. (Show fingers and thumbs.)
These four babies were black as night. (Indicate.)
These four babies were black and white. (Indicate.)
But all eight babies loved to play,
And they rolled and rolled in the mud all day. (Rolling motion.)
At night with their mother, they curled up in a heap. (Make fists.)
And squealed and squealed till they went to sleep.

Animals Talk

The white sheep went "Baa"
And the little gray cat went "Mew"
And the little black dog went "Bow, wow, wow"
But they all said, "How do you do."

This Little Cow

This little cow eats grass,
This little cow eats hay,
This little cow drinks water,
This little cow runs away,
This little cow does nothing at all,
But lie around all day. (Pick one finger as the cow. Point to another finger, etc.)

FINGER PLAYS--ANIMALS (Continued)

What the Animals Do

We'll hop, hop, hop like a bunny,
(Make hopping motion with your hands.)
And run, run, run like a dog;
(Make running motion with your fingers.)
We'll walk, walk, walk like an elephant,
(Make walking motion with your arms.)
And jump, jump, jump like a frog;
(Make jumping motion with your arms.)
We'll swim, swim, swim like a goldfish,
(Make swimming motion with your hands.)
And fly, fly, fly like a bird;
(Make flying motion with your arms.)
We'll sit right down and fold our hands.
(Fold hands in your lap.)
And not say a single word!

Creeping

Creeping, creeping comes the kitty cat,
But bunny with his great long ears goes just like that.
Trippity, trippity, horses go galloping,
Step over step bossy cow goes moo.
(Using the forefinger and middle finger, creep along for the cat; leaping motions for the bunny, etc.)

Kittens

Five little kittens
Sleeping on a chair.
One rolled off
Leaving four there.

Four little kittens
One climbed a tree
To look in a bird's nest.
Then there were three.

Three little kittens
Wondered what to do.
One saw a mouse,
Then there were two.

Two little kittens
Playing near a wall.
One little kitten
Chased a red ball.

One little kitten
With fur soft as silk
Left all alone
To drink a dish of milk. (Use fingers and bend them down as they are named.)

Kitty

This kitty said, "I smell a mouse."
This kitty said, "Let's hunt through the house."
This kitty said, "Let's play we're asleep."
This kitty said, "Let's go creepity-creep."
This kitty said, "Meow, meow, meow,
I saw him go through this hole just now."

Mrs. Pussy

Mrs. Pussy, nice and fat,
With her kittens four (Pussy is the thumb, and the four fingers are the kittens.)
Went to sleep upon the mat
Beside the kitchen door. (Fingers relax upon the palm of the hand.)

Mrs. Pussy heard a noise
And up she jumped in glee (Thumb is jerked erect and then the four fingers.)
Kittens, maybe that's a mouse!
Let us go and see! (Hand creeps rapidly.)

Creeping, creeping, creeping on,
Silently they stole
Back the little mouse had gone,
Back into its hole. (Left thumb is the mouse; it is concealed in the palm of the left hand.)

Three Young Rats

Three young rats with black felt hats,
Three young ducks with white straw flats,
Three young dogs with curling tails,
Three young cats with demiveils
Went out to walk with two young pigs
In satin vests and sorrel wigs,
But suddenly it chanced to rain,
And so they all went home again. (Fun to dramatize.)

Frisky's Doghouse

This is Frisky's doghouse; (Pointer fingers touch to make a roof.)
This is Frisky's bed; (Motion of smoothing.)
Here is Frisky's pan of milk (Cup hands.)
So that he can be fed.

Frisky has a collar (Circle neck with fingers.)
With his name upon it, too;
Take a stick and throw it, (Motion of throwing.)
And he'll bring it back to you. (Clap once.)

Monkey See, Monkey Do

A little monkey likes to do
Just the same as you and you;
When you sit up very tall,
Monkey sits up very tall;
When you pretend to throw a ball,
Monkey pretends to throw a ball;
When you try to touch your toes,
Monkey tries to touch his toes;
When you move your little nose,
Monkey moves his little nose;
When you jump up in the air,
Monkey jumps up in the air;
When you sit down in a chair,
Monkey sits down in a chair.

I Am a Little Toad

I am a little toad,
Hopping down the road. (Make fingers hop in time to the verses.)
Just listen to my song;
I sleep all winter long; (Palms together at the side of their heads.)
When spring comes, I peep out. (Peep behind hands.)
And then I jump about. (Make arms jump.)
And now I catch a fly, (Clap hands.)
And now I wink my eye; (Wink one eye.)
And now and then I hop, (Make hands hop.)
And now and then I stop! (Fold hands.)

The Elephant

The elephant has a trunk for a nose,
And up and down is the way it goes; (Clasp hands together, extend arms, and raise and lower them.)
He wears such a saggy, baggy hide! (Relax body.)
Do you think two elephants would fit inside? (Hold up two fingers.)

The Bear

Here is a cave;
Inside is a bear.
Now he comes out
To get some fresh air.

He stays out all summer
In sunshine and heat.
He hunts in the forest
For berries to eat.

When snow starts to fall,
He hurries inside
His warm little cave,
And there he will hide.

Snow covers the cave
Like a fluffy white rug.
Inside the bear sleeps
All cozy and snug.

When spring comes again,
The snow melts away.
Out comes the bear,
Ready to play.

He stays out all summer
In sunshine and heat.
He hunts in the forest
For berries to eat.

FINGER PLAYS--ANIMALS (Continued)

Five Little Chickens

Five little chickens lived in a pen. (Hold up right hand.)
The name of their mother was Mrs. White Hen. (Hold up the thumb of the other hand.)
The chickens went for a walk one day. (Hold up right hand.)
Each of them went a different way. (Spread the fingers of the right hand.)
This little chicken saw a brown dog. (Point to the thumb of the right hand.)
This one saw a little green frog. (Point to the next finger, etc. for the rest.)
This little chicken saw a big black cat.
This one saw a piggy quite fat.
This one saw a little gray mouse,
Running around the side of the house.
"Cluck, cluck, cluck," said Mrs. Hen. (Hold up the thumb of the left hand.)
Then all the chickens ran home again. (Move the fingers of the right hand rapidly toward the left thumb.)

Ant Hill

Five little ants in an ant hill (Fist closed, palm down, and fingers wiggling.)
Busily working and never still.
Do you think they are alive?
See them come out--
One, two, three, four, five. (Fingers come out.)

Dickey Birds

Two little Dickey Birds sitting on a wall (Use two hand closed with the thumbs up to resemble birds.)
One named Peter.
One named Paul. (Slightly raise one hand and then the other to indicate each bird.)
Fly away, Peter; fly away, Paul (Right hand is opened and raised above the head followed by the left hand.)
Come back, Peter; come back, Paul. (The right hand and left hand are brought back to the original position.

My Little Rabbit

My little rabbit (Hold up two fingers for bunny ears.)
Does not have much fun. (Extend hands with the palms upward.)
He does not jump. (Hands make jumping motion.)
He does not run. (Hands make running motion.)
But give him a thump,
And watch him jump.
Jump, little rabbit,
Jump, jump, jump. (Hands make jumping motions in rhythm to words.)

FINGER PLAYS--ANIMALS (Continued)

Rabbit

Can you make a rabbit (Hold the first two fingers of the right hand erect.)
With two ears so very long
And let him hop, hop, hop about
On legs so small and strong? (Walk with arms.)
He nibbles, nibbles carrots (Nibble with thumbs and forefingers.)
For his dinner every day.
As soon as he has had enough
He scampers far away. (Put your hand behind your back.)

My rabbit has two big ears (Index and middle fingers point up.)
And a funny little nose (Join the thumb and other fingers for the nose.)
He likes to nibble carrots (Move the thumb back and forth to the two fingers.)
And he hops wherever he goes.

Ant Hill

Once I saw an ant hill (Fingers curled under.)
With no ants about;
So I said, "Dear little ants,
Won't you please come out?"
Then as if the little ants
Had heard my call
One, two, three, four, five came out!
And that was all.

Miss Muffet's Spider

A spider one fine summer day (Hold the left hand up using the fingers as spider legs.)
Made Miss Muffet run away. (Bring the left hand toward the right hand which runs away on two fingers.)
But I sit down to watch him spin (Put the right fist in front of you and lift the left hand to make the spider spin a web.)
A lacy web with thread so thin.
I wonder if Miss Muffet knew (Place hands and arms in a thinking pose and hold this for the last line.)
That God made little spiders, too?

Beehive

Here is the little beehive. (Fingers curled under.)
Where are the bees? Hidden away where nobody sees.
Soon they come creeping out of the hive.
One, two, three, four, five.

Rabbit

This is the bunny with ears so funny. (Two fingers on the left hand are held up.)
And this is the hole in the ground. (Make a hole with the right hand.)
If a slight noise he hears,
He pricks up his ears,
And hop! in he goes with a bound.

FINGER PLAYS--ANIMALS (Continued)

Puppy Dogs

Five little puppy dogs
In a kennel door,
One didn't like the crowd,
Then there were four.

Four little puppy dogs
Running around the tree,
Mother calls one puppy home,
Then there were three.

Three little puppy dogs,
Playing with a shoe,
Foxy ran to chase a cat,
Then there were two.

Two little puppy dogs
Having some fun;
One ran away,
Then there was one.

One little puppy dog
Sitting in the sun;
He was called to dinner,
Then there were none.

Sparrows

Five little sparrows sitting in a tree.
The first one says, "What do I see?"
The second one says, "I see the street."
The third one says, "Those seeds are wheat."
The fourth one says, "I don't like the heat."
The fifth one only says, "Tweet, tweet."
(Point to different fingers as birds are mentioned.)

Five Little Fish

Five little fish were swimming near the shore;
One took a dive, and there were four.
Four little fish were swimming out to sea;
One went for food, and there were three.
Three little fish said, "Now what shall we do?"
One swam away, and there were two.
Two little fish were having great fun;
But one took a plunge, and then there was one.
One tiny fish said, "I like the warm sun."
Away he went, and then there were none.

The Five Little Piggies

It's time for my piggies to go to bed,
The nice big mother piggy said.
"Now I shall count them so I can see
If all my piggies came back to me.
One little piggy, two little piggies,
Three little piggies dear.
Four little piggies, five little piggies,
Yes, they all are here.
They're the dearest piggies alive,
One, two, three, four, five.

FINGER PLAYS--ANIMALS (Continued)

Bear Hunt--Repeat everything exactly as the leader says it:

Leader: "Want to go on a bear hunt?"
Children: "Want to go on a bear hunt?"
Leader: "All right."
Children: "All right."
Leader: "Let's go."
Children: "Let's go." Clap hands on thighs to make walking sound; keep time for a few beats. THEN
Leader: "I see a river."
Children: "I see a river."
Leader: "Can't go over it."
Children: "Can't go over it."
Leader: "Let's go through it."
Children: "Let's go through it."
Leader: "All right."
Children: "All right."
Leader: "Let's go."
Children: "Let's go." (Swim with arms for a few beats; then make sounds on the legs again.)

Go on in the same manner as above.

"I see a wheat field. Can't go under it. Can't go over it. Let's go through it. All right. Let's go." Rub palms of hands together to sound like wheat; then clap hands on legs again.

"I see a bridge. Can't go under it. Can't go over it. Let's go up on it. All right. Let's go." Beat fists on chest in rhythm; clap hands on legs again.

"I see a tree. Can't go under it. Can't go over it. Let's go up it. All right. Let's go." Climb with hands. Look around and say, "I don't see any bears!" Children repeat: "I don't see any bears!" Come down with hand action; clap hands on legs again.

"I see a cave. Can't go under it. Can't go over it. Let's go in it. All right. Let's go." Lower voice as if in the dark. Say: "I feel something. It's soft." Raise voice: "IT'S A BEAR!" Go back fast clapping hands on thighs, go up and down the tree, go over the bridge, through the wheat field, through the river, and give a big sigh of exhaustion when arriving home.

FINGER PLAYS--ANIMALS (Continued)

This Little Bunny

This little bunny has two pink eyes;
(Bend down first finger.)
This little bunny is very wise;
(Bend down second finger.)
This little bunny is soft as silk;
(Bend down third finger.)
This little bunny is white as milk;
(Bend down fourth finger.)
This little bunny nibbles away
(Bend down thumb.)
At cabbages and carrots the live-lone day!

Five Little Rabbits

Five little rabbits under a log.
This one says, "Hark, I hear a dog."
This one says, "Ha, I see a man."
This one says, "Run, run, while you can."
This one says, "Stop, keep in the shade."
The man passed by, "We're still alive."
Said the funny little rabbits,
And they ran all five.

Striped Chipmunk

A little striped chipmunk
Sat up in a tree, (Make fist and protrude thumb.)
Counting all his chestnuts,
One, two, and three.
(Point to two fingers.)
When little Betty Boston went out to play,
The chipmunk flipped his tail,
And ran far, far away! (Hide hand behind back.)

Blackbirds

Two little blackbirds sitting on a hill (Hold both index fingers up.)
One named Jack, and one named Jill. (Bend a finger for each name.)
Fly away Jack. (Put hand behind back.)
Fly away Jill. (Put hand behind back.)
Come back Jack. (Move hand back to the front of the body.)
Come back Jill. (Move hand back to the front of the body.

FINGER PLAYS--FOOD

Cookies

Five little cookies in the bakery shop.
(Hold up five fingers.)
Sitting up tall with sugar on top.
Along came (name) with a penny to spend.
He bought one, and he went away.

Four little cookies . . . etc.

My Apple

Look at my apple,
It is nice and round; (Hands cupped.)
It fell from a tree
Down to the ground. (Downward motion.)

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The Apple Tree

Way up high in the apple tree. (Hands reach high.)
Two little apples smiled at me.
I shook those branches as hard as I could,
Down came the apples "Um-m-m were they good!"
(Rub stomach.)

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FINGER PLAYS--PEOPLE

Firemen

Ten little firemen sleeping in a row (Both hands with fingers curled.)
DING, goes the bell (One hand pulls bell cord.)
And down the pole they go. (Both hands hold the pole and move down it.)
Off on the engine, oh, oh, oh (Hands steer the wheel.)
Using the big hose, so, so, so (Hold hose.)
When all the fire's out, home so slow (Steer.)
Back to bed, all in a row. (Hands extended with fingers curled.)

The Engineer

I ride in the engine. (Point to self proudly.)
The whistle I blow. (Pull the whistle cord.)
I do all the things that will make the train go. (Pull out the throttle.)
Whoo! Whoo! says the whistle (Hold hands to mouth.)
Chug! Chug! say the wheels! (Bend elbows and make wheel motion.)
I'm chief engineer till I'm called for my meals. (Pat chest proudly.)

Five Little Farmers

Five little farmers (Fingers closed tightly over thumbs.)
Woke up with the sun,
For it was early morning and chores must be done.
The first little farmer
Went to milk the cow. (Use the thumb upright to make the motion of milking the cow.)
The second little farmer (Use finger next to thumb.)
Thought he'd better plough.
The third little farmer (Next finger.)
Fed the hungry hens.
The fourth little farmer (Next finger.)
Mended broken pens.
The fifth little farmer (Little finger.)
Took his vegetables to town
Baskets filled with cabbages
And sweet potatoes brown.
When the work was finished (Hands closed tight.)
And the western sky was red,
Five little farmers
Tumbled into bed.

The Carpenter

The carpenter's hammer goes rap, rap, rap
And his saw goes see, saw, see;
He planes, and measures, and hammers, and saws,
While he builds a house for me. (Suit action to words.)

FINGER PLAYS--PEOPLE (Continued)

The Milkman

I drive my truck along the street. (Steer.)
Then at a house I stop.
I take the bottles carefully
So not a one I drop.
Then rattle, rattle to the floor,
I leave the milk, and then
With "empties" I go to my truck
And drive along again. (Steer.)
(Other actions to suit words.)

Soldiers

Sometimes I am tall; sometimes I am small;
Sometimes I am very, very tall; sometimes I am very, very small,
Sometimes tall, sometimes small; see how I am now.

Ten Little Sailors

Ten little sailors standing in a row; (Hold up ten fingers.)
Ten little sailors salute just so; (Bend fingers.)
They sail to the east; (Move fingers to left.)
They sail to the west; (Move fingers to right.)
Then back to the country they like the best.
Where is this? Can you say? (Move fingers back to center.)
Why, back to the good old U.S.A.! (Point to flag in the room.)

Indians

Ten little Indians standing in a row; (Hold up ten fingers.)
They all bow down to their chief just so. (Fingers bow down.)
They march to the left. (Both hands move to the left.)
They march to the right. (Both hands move to the right.)
This is the way they learn to fight. (Tap fingertips together.)
Along comes a cowboy with a great big gun. (Index finger points.)
Boom, boom, boom and away they all run. (Index finger shoots; then fingers on both hands run away.)

Indians

Ten little Indians standing in a line
Ten little Indians strong and straight and fine
Ten little Indians tomahawks wave high
Ten little Indians cry aloud HI, HI!
Ten little Indians ride far out of sight
Ten little Indians come home safe at night
Ten little Indians are fast asleep.

The Noble Duke of York

The Noble Duke of York with 20,000 men,
Marched them right up the hill and marched them down again.
And when they were up, they were up,
And when they were down, they were down.
But when they were only halfway up,
They were neither up nor down. (Hands up and down with the words: "up" and "down.")

Soldiers

Ten little soldiers standing in a row, (All fingers stand.)
Then all bow down to the captain so, (Bend fingers at the knuckles.)
They march to the left, they march to the right (Move fingers to the left and then the right.)
They all stand straight quite ready to fight,
Along comes a man with a great big gun, "Bang" (Clap.)
You ought to see those soldiers run. (Fingers run.)

Eskimos

The Eskimo lives in a big igloo.
He builds it from blocks of ice.
He keeps it warm by burning oil
And thinks it is very nice.
The Eskimo child wears heavy warm furs,
He never undresses for bed.
He spears for fish
And hunts for seal
And plays with his Husky and sled.

Soldiers

Five little soldiers standing in a row,
Three stand straight, and two stand so (Bend thumb and forefinger.)
Along came the captain, and what do you think,
Up they jumped just as quick as a wink! (Straighten all fingers.)

FINGER PLAYS--SEASONS

Fall

Squirrels

Five little squirrels sitting in a tree.
Said the first little squirrel, "What do I see?"
Said the second little squirrel, "I see a gun!"
Said the third little squirrel, "We'd better run!"
Said the fourth little squirrel, "Let's hide in the shade."
Said the fifth little squirrel, "I'm not afraid!"
When BANG! went the gun, and away they did run.

Mr. Squirrel

One night as Mr. Squirrel ran up the tree to bed (Extend arm into the air; make a hole with finger and thumb.)
A very large hickory nut fell on his head. (Hit your head lightly with your fist.)
"Although I like nuts," Mr. Squirrel was heard to say,
"I'd rather they didn't come this way." (Hit your head lightly with your fist.)

Squirrels

A little squirrel runs up a tree, scamper, skip.
He jumps about from branch to branch, hippity, hippy, hip.
A little squirrel runs down a tree.
He has no time to stop.
He's getting nuts as you can see, hippity, hippity hop. (Use actions to suit words.)

September Leaves

Leaves are floating softly down;
Some are red, and some are brown.
The wind goes swish through the air;
When you look back, there are no leaves there.

Autumn Leaves

Red leaves, yellow leaves,
And leaves of russet brown.
Fluttering on the tree tops,
In country and in town.
Puff! Comes a breath of wind.
See them flutter down!
Red leaves, yellow leaves,
And leaves of russet brown. (Arms are extended in the air with fingers fluttering and then going down to the floor.)

FINGER PLAYS--SEASONS (Continued)

Fall (Continued)

Squirrel

These are the brown leaves fluttering down.
(Wiggle fingers and drop hands.)
This is the tall tree bare and brown. (Hold one hand and arm straight in the air.)
This is the squirrel with eyes so bright
(Make fingers of one hand into a pointed nose.)
Hunting for nuts with all his might.
This is the hole, where day by day (Join the thumb and index finger of one hand.)
Nut after nut, he stores away. (Place nuts in the hole with the other hand.)
When winter comes with cold and storm,
He'll sleep curled up all snug and warm.
(Make hand into a fist.)

Squirrel

This little squirrel said, "Let's run and play."
This little squirrel said, "Let's hunt nuts today."
This little squirrel said, "They're our best food."
This little squirrel said, "Come, come, climb this tree.
And crack these nuts, one, two, three."

Maple Leaves

Maple leaves, maple leaves,
What are you doing
Up in the tree so high?
"We're shaking hands with the breezes
As they go passing by."
Why! Maple leaves
Do you have fingers?
And the maple leaves cry with glee
"Yes, just as many as you have.
Count them, and you will see."
One, two, three, four, five.

FINGER PLAYS--SEASONS (Continued)

Winter

Snowman

Here is a little snowman,
He is so fat and round. (Make a big circle with your arms.)
I make him from a snowball
I rolled upon the ground. (Roll and pat snow.)
I gave him eyes, a nose, a mouth (Point to each.)
A nice warm scarf of red. (Tie scarf.)
I put some buttons on his coat (Point to buttons.)
A hat upon his head (Put on a hat.)
Watch. . .him. . .as. . .he. . .melts. . . to. . .the. . .ground.

Snowmen

Six little snowmen standing in a row,
Each with a hat, and each with a bow.
Six little snowmen dressed for a show.
Now they are ready, where will they go?
Wait till the sun shines, soon they will go
Down through the fields with the melting snow.

Little Snowman

There was a little snowman that had a carrot nose.
Along came a bunny, and what do you suppose?
That hungry little bunny looking for his lunch
Ate that little snowman's nose, "Crunch, crunch, crunch!"

Five Little Snowmen

Five little snowmen
Knocking at my door,
One melts away
Then there are four.

Four little snowmen
Playing with me,
One melts away
Then there are three.

Three little snowmen
Playing with you,
One melts away
Then there are two.

Two little snowmen
Playing in the sun,
One melts away
Then there is one.

One little snowman
When the day is done,
He melts away
Then there are none.

Sled Riding

I button up
I sit on my sled, and I give it a shove.
The snow stings my face, and the wind whistles shrill,
As I'm on my sled, flying zip down the hill.
(Left hand is the sled; right hand is you.)

FINGER PLAYS--SEASONS (Continued)

Winter (Continued)

Mittens

Thumbs in the thumbs place,
Fingers all together
This is the song
We sing in mitten weather.
Doesn't matter whether
They're made of wool or leather.

Five Little Snowmen

Five little snowmen, happy and gay, (Point to fingers.)
The first one said, "What a beautiful day."
The second one said, "We'll never have tears."
The third one said, "We'll stay here for years."
The fourth one said, "But what will happen in May?"
The fifth one said, "Look! We're melting away."

Sleds

Here's a great big hill (Hold the left arm at your side to form a hill.)
With snow all over the side,
And now let's take our sleds (Place right hand on your left shoulder.)
And down the hill we'll slide. (Move your right hand palm down over your left arm.)

FINGER PLAYS--SEASONS (Continued)

Spring

Little Plant

In my garden bed
Raked so nicely over
First the tiny seeds I sow.
Then with soft earth cover.

Shining down the great round sun.
Smiles upon it often.
Little raindrops pattering down
Help the seeds to soften.

Then the little plant awakes,
Down the roots go creeping,
Up it lifts its little head
Through the brown mold peeping.

Higher and higher still it grows
Throughout the summer hours.
Till some happy day the buds
Open into flowers.
(Underlined words are the ones calling for actions.)

Little Bird

Go to sleep now, little bird (Cup one hand; use the other hand to make a fist and put it in the cupped hand.)
Go to sleep and rest
Mr. Wind will come along
And swing back and forth your nest.

Yellow Daffodil

Here is a yellow daffodil
That nods from left to right; (Raise arm and weave it back and forth.)
Here are the leaves so soft and green
That guard it through the night. (Hold up ten fingers; then bring them together and fold your hands.)

A Little Seed

A little seed so soft and round (Form a round circle with your hand.)
I'll dig a hole and lay you down; (Dig.)
And you may rest beneath the ground
Until your leaves come up (Point.)
And your roots go down. (Point.)

FINGER PLAYS--SPECIAL DAYS

Halloween

Five Little Jack-O-Lanterns

Five little Jack-O-Lanterns sitting on a gate;
The first one said, "Oh, my! It's getting late."
The second one said, "There are witches in the air."
The third one said, "But we don't care."
The fourth one said, "Let's run, let's run!"
The fifth one said, "It's Halloween fun."
When woooooooooo went the wind and out went the light,
And those five little Jack-O-Lanterns ran out of sight! (Use fingers for Jack-O-Lanterns; point to each one as it is mentioned.)

Jack-O-Lantern

I found an orange pumpkin in the barn,
I cut a big piece off the top,
I scooped out the whole inside,
For no one has told me to stop.
I made two round holes for the eyes,
The nose was funny and square,
I cut a mouth with two rows of teeth,
And a handful of hay made his hair.
And there he is looking at you.

What Am I?

A face so round (With both hands form a large circle.)
And eyes so bright (Touch eyes with index fingers.)
A nose that glows (Touch nose with a finger.)
My! What a sight! (Clap hands.)
A fiery mouth (Touch your mouth.)
With a jolly grin (Stretch your mouth into a grin.)
No arms! No legs! (Shake arms and then touch legs.)
Just head to chin! (Place one hand on your head and the other beneath your chin.)
What am I?

Three Little Witches

One little, two little, three little witches (Hold up your fingers one by one.)
Ride through the sky on a broom; (Clasp hands together in front of you as though you're grasping a broomstick.)
One little, two little, three little witches (Hold up your fingers one by one again.)
Wink their eyes at the moon. (Wink one eye while making a circle with your arms.)

FINGER PLAYS--SPECIAL DAYS (Continued)

Halloween (Continued)

Five Little Goblins

Five little goblins on a Halloween night
Make a very, very spooky sight.
The first one danced on his tippy-toes
The next one tumbled and bumped his nose;
The next one jumped high up in the air;
The next one walked like a fuzzy bear;
The next one sang a Halloween song.
Five goblins played the whole night long!
(Hold up your fingers one at a time as goblins are mentioned.)

Five Little Ghosts

Five little ghosts dressed all in white
Were scaring each other on Halloween night.
"Boo!" said the first one, "I'll catch you!"
"Wooo!" said the second, "I don't care if you do!"
The third ghost said, "You can't run away from me."
And the fourth one said, "It's time to disappear.
See you at Halloween time next year!" (Hold up five fingers and touch each one in order.)

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Witches

Three little witches pranced in the garden,
Three little witches danced from the moon,
One wore a wishing hat, one held a pussycat,
One went a pitty pat and whispered a tune.
(Point to fingers as each witch is mentioned.)

Wide-Eyed Owl

There's a wide-eyed owl (Encircle each eye with a thumb and forefinger.)
With a pointed nose. (Direct forefingers to a point.)
With two pointed ears (Extend forefingers up from the top of your head.)
And claws for his toes. (Extend forearms with your fingers held like claws.)
He lives high in a tree. (Point overhead as high as possible.)
When he looks at you, (Point to a child.)
He flaps his wings, (Bend your elbows and flap your arms like wings.)
And says, "Whoo, whoo, whoo!" (Make a megaphone out of your hands.)

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FINGER PLAYS--SPECIAL DAYS (Continued)

Halloween (Continued)

An Owl

An owl sat alone on a branch of a tree (Extend your left arm for the limb of a tree, and your left hand palm up represents an owl.)
And he was as quiet as quiet could be. (Whisper.)
'Twas night, and his big old eyes were open like this. (Open eyes wide, and make rings around eyes with thumbs and forefingers.)
He looked all around. Not a thing did he miss. (Look all around with your eyes open wide.)
Some brownies crept up on the branch of the tree (Fingers of your right hand creep up your left arm.)
And they were as quiet as quiet could be. (Whisper.)
Said the solemn old owl, "Whoo, whoo, whoo, whoo,"
And up jumped the brownies,
And away they all flew. (Your right hand moves quickly behind your back.)

A Funny Little Woman

A funny little woman in a pointed cap (Make a cap.)
On my door went rap, rap, rap. (Knock.)
When I went to open it, she was not there.
She was riding on a broomstick
High in the air. (Point up.)

FINGER PLAYS--SPECIAL DAYS (Continued)

Thanksgiving

Indians

The Indians are creeping,
Sh. . .Sh. . .Sh. . . . .
The Indians are creeping,
Sh. . .Sh. . .Sh. . . . .
They do not make a sound
As their feet touch the ground.
The Indians are creeping,
Shh. . .Shhh. . .Sh. . .
(Make your fingers creep along your arm.)

Thanksgiving Dinner

Every day when we eat our dinner,
Our table is very small. (Show with hands.)
There's room for father, mother, brother,
Sister, and me--that's all (Point to fingers for family.)
But when Thanksgiving Day comes and the company,
You'd scarcely believe your eyes.
For that very selfsame table stretches
Until it is just this size. (Show with hands.)

Pilgrims

Here are ten little Pilgrims
1, 2, 3, 4, 5 Pilgrim men
1, 2, 3, 4, 5 Pilgrim women
Marching along to church.
In the very early day,
Pilgrims often went to pray.

Turkey

Here is a turkey (Make a fist of one hand.)
With his tail spread wide, (Place your fist against the outspread palm of other hand.)
He sees the farmer coming
So he's trying to hide. (Lower hands to the side of your body.)
He runs across the barnyard
Wobble, wobble, wobble, (Make hands wobble.)
Talking turkey talk
Gobble, gobble, gobble.

Five Little Pilgrims

Five little Pilgrims on Thanksgiving Day;
The first one said, "I'll have cake if I may."
The second one said, "I'll have turkey roasted."
The third one said, "I'll have chestnuts toasted."
The fourth one said, "I'll have pumpkin pie."
The fifth one said, "Oh, cranberries I spy."
But before they ate any turkey or dressing,
All of the Pilgrims said a Thanksgiving blessing.
(Point to your fingers as the Pilgrims are mentioned; bring hands together as in prayer on the last two lines.)

FINGER PLAYS--SPECIAL DAYS (Continued)

Thanksgiving (Continued)

Turkey

Our turkey is a big fat bird (Use arms to show size.)
Who wobbles when he walks (Move body from side to side.)
His red chin's always drooping down (Hands cupped, one below the other, under the chin.)
He gobbles when he talks. (Open and shut motion with the thumb to the fingers.)
His tail is like a spreading fan. (Hook thumbs and spread fingers.)
And on Thanksgiving Day,
He sticks his tail high in the air (With thumbs still hooked, raise your arms.)
And whoosh! He flies away. (Wave your raised arms and hands with your thumbs hooked.)

Turkey

"Gobble, gobble," said Mr. Turkey.
"Soon 'twill be Thanksgiving Day.
How will you treat me, would you eat me?
I think I'd better run away."
(Make a turkey using your fist for the body and your thumb for the head; spread fingers on the other hand for the tail; wiggle thumb for "Gobble"; move your hands up over your shoulder as the turkey runs away.)

Turkey

There's a big fat turkey on Grandfather's farm,
Who thinks he's very gay.
He spreads his tail into a great big fan
And struts around all day.
You should hear him gobble at the girls and boys.
He thinks he's singing when he makes that noise.
He'll sing his song a different way on Thanksgiving Day. (Make the turkey the same as before; make an axe of your tail hand and chop off the head.)

Wake Up Little Pilgrims

Wake up little Pilgrims,
The sun's in the East. (Children sit tall.)
Today is the day for our Thanksgiving feast. (Fold your hands.)
Come, jump out of bed,
See how tall you can stand. (Hold up ten fingers.)
My, My! But you are a wide-awake band! (Clap your hands.)
Wash your hands, wash your faces. (Motion of washing.)
So that you will look neat. (Fold hands in lap.)
Then come to the table; say prayers before you eat. (Touch your hands in prayer.)

FINGER PLAYS--SPECIAL DAYS (Continued)

Christmas

Santa Claus

Santa Claus is big and fat.
He wears black boots,
And a bright red hat.
His nose is red,
Just like a rose.
And he "Ho, Ho, Ho's"
From his head to his toes.
(Suit actions to words.)

Down the Chimney

Down the chimney dear Santa Claus crept,
Into the room where three children slept.
He saw their stockings hung in a row,
He filled them with candy and goodies just so.
Although he counted them--1, 2, 3,
The baby's stocking he could not see.
"Ho, Ho," said Santa Claus, "This won't do."
So he popped her present right into her shoe.
(Suit actions to words.)

Five Little Bells

Five little bells hanging in a row.
The first one said, "Ring me slow."
The second one said, "Ring me fast."
The third one said, "Ring me last!"
The fourth one said, "I'm like a chime."
The fifth one said, "Ring me at Christmas time."

Christmas Presents

See all the presents by the Christmas tree;
Some for you (Point to your neighbor.)
And some for me; (Point to yourself.)
Long ones, (Show the width with two hands spread apart.)
Tall ones, (Measure with your hand from the floor.)
Short ones, too; (Measure shortness.)
And here is a round one (Make a circle with your arms.)
Wrapped in blue.
Isn't it fun to look and see
All of the presents by the Christmas tree?
(Point your hands to shape the tree.)

This Baby Piggie

This baby piggie went to market; (Hold up your thumb.)
This baby piggie trimmed the tree; (Hold up your pointer finger.)
This baby piggie cooked the dinner, (Hold up your middle finger.)
And this baby piggie sang, "Wee, wee." (Hold up your ring finger.)
And this baby piggie cried, "Merry Christmas!" (Hold up your little finger.)

FINGER PLAYS--SPECIAL DAYS (Continued)

Christmas (Continued)

The Wreath

Here is a wreath that we hang on the door.
Here is the fir tree that stands on the floor.
Here is the snow that will cover the town.
Here is the chimney that Santa climbs down.

Here is the mantel where stockings are hung.
Here is a book from which carols are sung.
Here is a box, and inside it is hid
A jack that pops up when I open the lid.

Santa

Here is the chimney (Hands clenched.)
Here is the top (Other hand on top of your fist.)
Open up the lid (Take off your hand quickly.)
And out Santa will pop. (Pop out your thumb.)

FINGER PLAYS--SPECIAL DAYS (Continued)

Christmas (Continued)

One Christmas Eve, when Santa Claus
Came to a certain house,
To fill the children's stockings there
He found a little mouse.

"A merry Christmas, little friend,"
Said Santa, good and kind.
"The same to you, sir," said the mouse,
"I thought you wouldn't mind

If I should stay awake tonight
And watch you for a while."
"You're very welcome, little mouse,"
Said Santa with a smile.

And then he filled the stockings up
Before the mouse could wink,
From toe to top, from top to toe
There wasn't left a chink.

"Now, they won't hold another thing,"
Said Santa Claus, with pride.
A twinkle came mouse's eyes,
But humbly he replied:

"It's not polite to contradict--
Your pardon I implore--
But in the fullest stocking there
I could put one thing more."

"Oh, ho!" laughed Santa, "silly mouse!
Don't I know how to pack?
By filling stockings all these years,
I shoud have learned the knack."

And then he took the stocking down
From where it hung so high,
And said: "Now put in one thing more;
I give you leave to try."

The mousie chuckled to himself,
And then he softly stole
Right to the stocking's crowded toe
And gnawed a little hole!

"Now, if you please, good Santa Claus,
I've put in one thing more;
For you will own that little hole
Was not in there before."

How Santa did laugh and laugh!
And then he gaily spoke;
"Well! you shall have a Christmas cheese
For that nice little joke."

If you don't think this story true,
Why! I can show to you
The very stocking with the hole
The little mouse gnawed through.

SANTA CLAUS AND THE MOUSE (Story Poem)
by Emilie Poulsson
Permission from Mrs. Katherine Dent

FINGER PLAYS--SPECIAL DAYS (Continued)

Hanukkah and Easter

Hanukkah Lights

One light, two lights, three lights, and four
(Hold up four fingers one at a time.)
Five lights, six lights, and three more
(Hold up five more fingers.)
Twinkle, twinkle, nine pretty lights
(Move your fingers.)
In a golden Menorah bright!
(Cup the palms of your hands.)

Five Little Easter Eggs

Five little Easter eggs lovely colors wore;
Mother ate a blue one; then there were four.

Four little Easter eggs, two and two, you see;
Daddy ate the red one; then there were three.

Three little Easter eggs, before I knew
Sister ate the yellow one; then there were two.

Two little Easter eggs, oh what fun!
Brother ate the green one; then there was one.

One little Easter egg, see me run!
I ate the last one; and then there were none.

*See the Animal Section for Bunny Rabbit finger plays.

FINGER PLAYS--SPECIAL DAYS (Continued)

Valentine's Day

Five Valentines

One little valentine said, "I love you."
Tommy made another; then there were two.

Two little valentines; one for me;
Mary made another; then there were three.

Three little valentines said, "We need one more."
Johnny made another; then there were four.

Four little valentines, one more to arrive;
Susan made another; then there were five.

Five little valentines all ready to say,
"Be my valentine on this happy day."

How Many Valentines?

Valentines, valentines;
How many do you see?
Valentines, valentines;
Count them with me:
One for Father, (Hold up your thumb.)
One for Mother, (Hold up your pointer finger.)
One for Grandma, too; (Hold up your middle finger.)
One for Sister, (Hold up your ring finger.)
One for Brother, (Hold up your little finger.)
And here is one for YOU!
(Make heart shapes with thumbs and pointer fingers.)

FINGER PLAYS--TOYS

A Doll

Here's a doll
So pretty and sweet
Rock her in your arms now,
And put her back to sleep.

The Top

Wind the top, wind the top,
Round and round and round.
Now it makes a little hop
And spins along the ground.
Faster, faster, faster,
Whirling, whirling, whirling,
Spinning round and round again,
Twirling, twirling, twirling.
Wobbly, wobbly, wobbly.
It's running down I fear.
Slower, slower, slower,
Now it falls! Oh, dear!

The Puppets

Ten little puppets
Dance in a row. (Hold up ten fingers, and dance them back and forth.)
Three little turns
And away they go. (Turn your hands three times, and hide them behind your back.)

Jack-in-the Box

Jack-in-the-box all shut up tight,
Not a breath of air, not a ray of light.
How tired he must be all down in a heap.
We'll open the lid and up he will leap.
(Use clenched fist for a box, and use your forefinger from the other hand for Jack. Open your fist and let your finger spring up high.)

I'm a Little Puppet Clown

I'm a funny little puppet clown
When my strings move up and down. (Bend at the knees and go down and up.)
First, I'll fall down. (Sink to the floor.)
I'm a funny little puppet clown.

I'm a funny little puppet gay.
Move my strings and watch me play. (Repeat above action.)
Now I'm stiff. (Stand tall with your arms at your sides.)
Now I'm tall. (Stretch up on your tiptoes.)
Let go of my strings, and I will fall. (Sink to the floor.)

FINGER PLAYS--TOYS (Continued)

Tall and Small

Here is a giant who is tall, tall, tall;
(Children stand up tall.)
Here is an elf who is small, small, small;
(Chilren slowly sink to the floor.)
The elf who is small will try, try, try;
(Children slowly rise.)
To reach to the giant who is high, high, high.
(Children stand tall, stretch, and reach their arms high.)

Balls

Here's a ball (Make a circle with your thumb and forefinger.)
And here's a ball (Make a circle with both thumbs and forefingers.)
And a great big ball I see (Make a circle with your arms.)
Shall we count them?
One, two, three. (Repeat as above.)

This Little Clown

This little clown is fat and gay; (Hold up your thumbs.)
This little clown does tricks all day; (Hold up your pointer fingers.)
This little clown is tall and strong; (Hold up your middle fingers.)
This little clown sings a funny song; (Hold up your ring fingers and wiggle them.)
This little clown is wee and small, (Hold up your little fingers.)
But he can do anything at all.

FINGER PLAYS--TRANSPORTATION

The Airplane

The airplane has great big wings; (Stretch your arms out wide.)
Its propeller spins around and sings, (Make one arm go around.)
"Vvvvvvv!"
The airplane goes up! (Lift your arms.)
The airplane goes down; (Lower your arms.)
The airplane flies high (Stretch your arms out, and turn your body around.)
Over our town!

Auto

Auto, auto, may I have a ride? (Close your hands with your thumbs up; move your right thumb as if you're talking to the other thumb.)
Yes sir, yes sir, step right inside. (Other thumb moves.)
Pour in the water. (Move your thumb as though you're pouring in water.)
Turn on the engine. (Move your thumb and index finger.)
Chug-a-way, chug-a-way to the country green. (Pretend to use a steering wheel.)

Train

This is the choo-choo train. (Bend your arms at the elbows and make them go round and round like wheels.)
Puffing down the track.
Now it's going forward, (Take four steps forward as the wheels turn at your sides.)
Now it's going back. (Take four steps backward.)
Now the bell is ringing. (Arms pull as if pulling a bell rope.)
Now the whistle blows! (Hands to mouth as if blowing a whistle.)
What a lot of noise it makes (Cover your ears with your hands.)
Everywhere it goes!

The Train

The great big train goes down the track. (With your left arm stretched out, move your right hand from the shoulder to the hand.)
It whistles "Toot-toot" (Remain motionless.)
And then it goes back. (Move your right hand back to the shoulder.)

ACTION POEMS

On days of inclement weather, it is often a problem to keep the children relaxed and in good physical condition. The little exercises given here will be a help in solving this problem. They will appeal to the children more than the routine physical exercises; though these, of course, have their important place.

Elephant

Elephants swing
From side to side
And walk in a long, straight row;
I'd rather watch
The elephants walk
Than anything else I know.

An elephant's walk is steady and slow.
His trunk like a pendulum swings just so.
And when there are children with peanuts around,
He swings it up and swings it down.

SUGGESTION: Let the children swing their arms loosely from left to right, extended downward, relaxed and swinging loosely with their fingers clasped, heads relaxed, and shoulders rounded.

Flowers

Daisies are bowing,
Slender and tall;
Violets are nodding,
Dainty and small.

SUGGESTION: Let the children be flowers and rock, bend and bow, and then dance gracefully.

Tip-Toe

Tip-tip, tip-toe
Off we go
Quietly as flakes of snow!
Tip-tip, tip-toe,
Now sink low
Like small flakes
Of falling snow!

SUGGESTION: Good for foot exercise to strengthen the arches of their feet. Also good to use for quietly leaving a room.

ACTION POEMS (Continued)

Gobbler

Turkey, gobbler
Gobble, gobble
Eat until
You wobble, wobble!

SUGGESTION: Let the children imitate the gobble of a turkey; let them walk in a squatting position.

High Stepping Horses

We're high stepping horses
Hitched up to a rig;
Jiggity, joggety
Jiggity, jig!

SUGGESTION: Let the children gallop lightly with their feet high and their knees bent.

Jumping Over

John and Sue
And Jim and Dick.
All jump over
The candlestick.
John and Sue
And Jim and Dick
All are very,
Very quick!

SUGGESTION: Put an unlighted candle in a holder and set it on the floor; let four children line up and jump over it. Have them watch their timing and jump on the words, "jump over."

Reaching and Bending

I reach up high,
I bend down low,
I reach up high,
Then touch my toes!

SUGGESTION: Let the children stretch up high and then bend from their waist with their knees straight.

ACTION POEMS (Continued)

Marching

Drums are booming
Boom, boom, booming!
Flags are waving
High.
Feet are marching
March, march, marching!
Feet are marching
By!

SUGGESTION: Choose a flag bearer and a drummer and let the children march to their heart's delight!

Honeybees

Zum! Zuum!
I hear the hum
Of busy honeybees.
Then fly away
To work all day
Among the flowers and trees.

Here are the beehives
Where are the bees?
Hiding inside, where nobody sees
Wait! Here they come creeping
Out of the hive
One, two, three, four, five--z-z-z-z-z-z-z-z-z

SUGGESTION: Children fly with their arms outstretched sipping the nectar now and then.

Stretch and Bend

Stretch to the ceiling,
Bend to the floor;
Reach for the ceiling,
Bend once more.

SUGGESTION: Let the children stand on their tiptoes and reach high; then bend and touch their toes without bending their knees.

High Stepping

I'm a gray pony
That's passing by;
I'm trotting and trotting
And stepping high!

SUGGESTION: Let the children lift their knees high and trot to music.

ACTION POEMS (Continued)

Spring Has Come

"Wake up," said the little raindrop,
"Wake up," said the sunbeams, too.
"Spring has come," sang a bird;
Then the little flowers heard
So they all woke up and grew.

SUGGESTION: Divide the children into four groups--raindrops, sunbeams, birds, and flowers.

Hands

Put your hands way up
Put your hands way out
Put your hands way down
And give a clap, clap, clap.

Put your right foot out
Put your left foot out
Put your two feet out
And kick, kick, kick.

Feet

Two little feet go tap, tap, tap
Two little hands go clap, clap, clap
A quick little leap up from the chair,
Two little arms reach high in the air.

Two little feet go jump, jump, jump
Two little hands go thump, thump, thump
One little body turns round and round,
One little child sits quietly down.

I Put my Arms up High

I put my arms up high,
I put my arms down low,
I make my arms real stiff,
Then I let them go.

First I swing like this,
Then I swing like that,
Then make my arms real round
Then I make them flat.

Follow the Leader

Hands on shoulders, hands on knees
Hands behind you if you please
Touch your shoulders, now your nose,
Now your hair and now your toes,
Hands up high in the air,
Down at your sides and touch your head.
Hands up high as before,
Now clap your hands 1, 2, 3, 4.

ACTION POEMS (Continued)

Right and Left

This is my right hand
This is my left hand
Over my head they go
When I clap them together
They make a loud noise
So, and so, and so.

This is my right foot
This is my left foot
On the floor they go
And when I march they
Keep the right time
So, and so, and so.

This is my right eye
This is my left eye
The lids together will go
And when I'm tired and sleepy
My head goes,
So, and so, and so.

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I Wiggle

I wiggle my fingers, (Wiggle your fingers.)
I wiggle my toes, (Wiggle your toes.)
I wiggle my shoulders, (Wiggle your shoulders.)
I wiggle my nose; (Wiggle your nose.)
Now no more wiggles are left in me.
So I will be still as still can be. (Fold your
  hands in your lap.)

Right and Left

This is my right hand,
I'll raise it up high
This is my left hand
Right hand, left hand,
Roll them around
Left hand, right hand,
Pound, pound, pound.

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GAMES

What to Play?

One child is chosen to be the leader. This child stands in the center of a circle formed by the other players. Using the name of the leader, the players sing the following words to the tune of "Mary Had a Little Lamb":

"Mary (Bobby, Jean, Tommy) show us what to play.
What to play, what to play.
Mary show us what to play,
On this sunny, happy day."

The leader begins some kind of a motion as the players sing. The players imitate the motion as the leader repeats the song and then calls out, "Stop!" The leader then selects another child to be the leader, and the game is repeated.

Jack be Nimble

The children stand or sit in a large circle. Two bean bags are placed 8 feet apart in the center of the circle. One child is chosen to be "it." Using the name of this child, the children chant:

John (Susan, Claude, Kathryn) be nimble.
John be quick.
John jump over
The candlestick!

At the end of the chant, John jumps or leaps over the bean bags and chooses someone to be "it." The game is repeated. As the children become more skillful in jumping, the bean bags may be placed farther apart.

What Did You See?

One child is chosen to be the leader. All the other children stand in a large circle around the leader. The leader points to a child in the circle and asks, "What did you see?" The child answers naming something in action which the children can imitate maybe saying, "I saw birds flying, or children swimming, or cars moving." Whereupon all the circle players imitate the action described as the leader watches. Then the leader gives the command to "Stop!" He/she chooses one of the circle players to be the leader.

GAMES (Continued)

Humpty Dumpty, Strawberry Pie

Select a bright colored object. Show it to the group. Let five children leave the room. Choose one child to hide the object within the room with a small part showing. The five children are told to return to the room and find the object. As the children discover the hiding place, they go to their seats very quickly. When seated, they say, "Humpty, Dumpty, Strawberry Pie!" When all five have found it, the first one who discovered the object becomes the player who hides it for the next game.

An Easter Game

This is a game which may be varied. Change the group names for different holidays or seasons by choice. Divide the room into four groups. Tell each group its name. For example: jelly beans, chocolate bunnies, Easter eggs, fuzzy ducks, or chicks. Select one child to begin as Peter Cottontail (leader). Place chairs in a large circle. All sit. "Peter Cottontail" stands in the center and calls two of the names: "Jelly beans" and "Fuzzy ducks." The children given these names exchange seats. They cannot stay in the same seat. "Peter Cottontail" scrambles for a seat also. The person left standing is "Peter Cottontail" for the next turn.

Butterflies and Flowers

There are two groups of players: flowers and butterflies. Flowers stoop down 3 or 4 feet apart. Play soft music. Bufferflies spread their wings and run or skip among the flowers. When the music stops, the butterflies stop. Without getting up, the flowers reach out and try to tag a butterfly. If tagged, the butterfly must stoop down with the flowers. Continue until all butterflies are caught.

Measles

Have children form a circle holding hands. Sing the following verse to "Pop Goes the Weasel":

GAMES (Continued)

Measles (Continued)

"I went over to (Name a child or several children) house,
______________ had the measles.
That's the way, the measles go,
'Pop' goes the measles."

The children are walking in a clockwise direction singing; and at the word "pop," the child who was sung about turns outward from the circle but still holds hands. You continue until everyone's house has been visited. Then you sing, "I went over to everyone's house, and so on. At the word "pop," everyone turns back into the direction of the original circle.

Squirrels in the Trees

Place: the playgound. Two children represent a hollow tree facing the center with their hands on each other's shoulders. A third child stands within to represent the squirrel. Have the other children see how this is done and then form groups of three in the same way. There must be one extra child who is a squirrel without a tree. On the signal all the squirrels must change trees, and the homeless squirrel tries to get a tree. This leaves another squirrel out, and the game is repeated. Change places after awhile to give everyone a chance to be a squirrel.

Races: Skipping, Hopping, Running on all fours, Running, and Jumping

Crossing the Brook

Mark two lines on the ground to represent a brook--narrow at one end and wider at the other. The children line up at the narrow end and, in turn, jump across the brook. After all have jumped at the narrowest part, they jump over a wider part. Any child who fails to jump across the "brook" must go to the end of the line. The winner is the one who jumps the greatest distance.

Bean-Bag Toss

Draw a small circle in the middle of a circle of children. Children try to toss the bean-bags into the small circle.

GAMES (Continued)

Bean-Bag Toss (Continued)

One child is the hunter. This child walks around the room and says, "Who would like to go with me to hunt a rabbit. Whereupon all the children leave their seats and line up behind the hunter walking around the room (forest). When the hunter says "Bang," all the children hop to their seats. The first one to be seated is the new hunter.

Bottles on the Floor

Start with five identical plastic bottles. One child goes out of the room, and one or more of the bottles are removed from the groups of five. The child is called back into the room. The children chant: "Bottles, bottles on the floor; are there less or are there more?" After the child tells how many were taken away and how many are left, this child chooses the next one to go out of the room.

Spin the Pan

Choose a group of five children. One child spins a large pan and calls another child in line as "fifth." The one who is "fifth" must catch the pan before it stops spinning. If caught, "fifth" spins it next. If not caught, the same one spins again and calls out another child from the line.

Catch a Smile

Form a circle. The teacher may start off as the first "it." Smile a BIG smile, look at some child, wipe your smile off with your hand, and throw it to that child. The child must catch it, put it on, wear it for a moment, then wipe it off, and throw it to some other child. Nobody else must smile, and the throwers must not leave even a trace of the smile on their own faces.

Come with Me

Form a fairly close circle. One child is "it." "It" goes around the circle and stops in front of anyone and says, "Come with me." That child leaves the circle putting his hands on

Come with Me (Continued)

"it's" shoulders. Together they move along stopping in front of other children and saying, "Come with me." Finally, when there are four or five players behind "it," "it" yells, "Go home!" Then everybody rushes to get into one of the empty places in the circle. The one who fails to find an empty space is the new "it."

Lollipop Hunt

Provide a blindfold of cloth or a paper bag for each player. Scatter a dozen or so lollipops inside a large circle. The children form a circle facing outward and are blindfolded. At a signal they get on their hands and knees and crawl backwards into the circle groping to find any of the lollipops. If the children are wearing heavy shoes, they should remove them before this game. Finders keepers for the lollipops.

Mickey Mouse

Form a circle to make a mousetrap. Number the children off by three's. Appoint "Mickey Mouse." Place a ball, bean-bag, or other object in the center of the circle to represent the cheese. "Mickey Mouse" calls for "One's," "Two's," or "Three's." If "One's" are called, players with that number must leave their places, run around the circle on the outside, come back to their places, run through it, and try to pick up the cheese before any of the other "One's." The first to do this is the new "Mickey Mouse."

Zoom, Zoom, Eek

Form a circle with the children. The circle is an airplane. Everyone runs around in the circle saying, "Zoom, Zoom!" Finally, when the players decide to land, they call out, "Eek!" Then, everyone must turn and start to zoom in the opposite direction until someone else says, "Eek!" Play until the game gets too noisy!

GAMES (Continued)

Gathering Acorns

Hide acorns in the room. Children pretend they are squirrels hunting for acorns to store for the winter. They count the ones they find. Paper Christmas tree balls, Valentine hearts, and Easter eggs may also be hidden in this way.

The Quiet Game

Children sit in a circle. One child walks toward another child. The second child stands up and trades places with the first child. This child then walks toward another child and so on until all have had a turn.

Animals in the Zoo

Sing the words and act out the animals to the tune of "Mulberry Bush." Children sit in a circle and sing:

Look at the animals in the zoo, in the zoo, in the zoo.
And all the funny things they do, and we can do them, too!

Verses

1. The elephants walk and swing their trunks, swing their trunks, swing their trunks.
   The elephants walk and swing their trunks, and we can do it, too!
2. The eagles flap their great big wings, . . .
3. See how the snake goes twisting about, . . .
4. The big hippopotamus winks and blinks, . . .
5. The tall giraffes can stretch their necks, . . .
6. The kangaroo goes jumping about, . . .
7. Camels can march like soldier men, . . .
8. Each little mouse can tiptoe away, . . . (Here the children can tiptoe back to their places.)

Ball Puss-in-the-Corner

Materials needed: A large soft ball, bean-bag, or small pillow (depending on whether the players are indoors or outdoors)
Appoint one player to be "Puss"

To play: Each player finds a corner: a tree, post, corner of a house, door, furniture, or other object. Players change corners at will, and "Puss" tries to get a corner by hitting a player below the waist with the soft object. Or "Puss" can call out, "Puss wants a corner!" When that is done, everybody must change corners; and "Puss" tries to tag somebody with the ball. If successful, "Puss" takes a corner; and the player who was hit becomes the new "Puss."

Bobby-Loo

The children stand in a circle with their hands joined. They circle to the left each time the chorus is said: "Here we go . . . Saturday night." Facing the center, the children stand still and follow the actions indicated by the words in each stanza--putting hand, foot, and so forth into the circle and then out, shaking it, and turning around.

Trains

Cut from magazines sets of objects of all sizes from 1 through 10 (i.e.: one truck, two girls, three boats, etc.) Collect enough sets for each child in your group. Paste each set on 9" x 12" construction paper. Make numeral cards 1-10. Call out train cars in sequence: "All aboard for car one." The child with the numeral card one gets in line first; then the children with the set cards next. Continue calling cars until all children have formed part of the train. Collect cards (tickets) and redistribute for a new game.

Fishing

On the floor lay blue construction paper to resemble a lake. Cut out yellow fish and put paper clips on their mouths. With a fishing rod on which a magnet has been tied at the end of the string, let the children fish out the fish asking first for three, four, or five fish.

GAMES (Continued)

Fishing (Continued)

Children count as the fish are caught. Later, numbers from 1 to 10 can be written on the fish; and as children fish one out and recognize the number, they may fish again.

Garage Game

Paint red numerals 1 to 10 on ten blocks which are approximately 6" x 3" x 1½" in size. Cut and fold colored paper to represent the roofs of the garages and tape with a dividing support. Purchase a big bag of miniature plastic automobiles. Using the number of miniature autos equivalent to the sum of the numerals on the garage, let the children take turns parking the cars. The numerals on the garage indicate the number of cars that can be parked in the garage. This game also helps children to recognize small groups or sets as they experiment with parking in the two sections of the garage.

Who's That Knocking at my Door?

Child goes out of the room to knock on the door a certain number of times. The children call, "Come in three."

Find the Chair

Put five chairs in a row and number them first, second, etc. Tell a child to sit in a certain chair. If the child sits in the wrong chair, the children shake their heads; and the child must try again. The children may like to take turns giving the directions as they become familiar with this game.

A Check Room

Staple five identical cardboard boxes together. The children take turns being check boy or check girl. The teacher says, "Put the ball in the second box, the block in the fifth box, the doll in the third box, etc." As this concept is mastered, boxes can be added.

Word Games

Riddle--Rhymes: "I run, run, run.
I hop, hop, hop.
When I come to a corner,
I ______________________."

Button, Button, Who Has the Button?

I Am Thinking of: "How many things can you think of that go with ____________?

Guess the Object: Choose an object. Tell the color, size, and location. The one who finds it has the next turn.

True-False Game: Clap once for true; twice for false. Examples: "This room has no windows;" "The magnifying glass makes things look small;" etc.

Froggie, Froggie

One child is chosen to be the "frog." This child squats down in the center of the other children who are seated on the floor. The "frog" begins the game by hopping across the floor to another child in the circle and asking, "Froggie, froggie, what's your name?" The child replies, "My name is ______________." Whereupon this child exchanges places with the "frog," becomes the new "frog," and hops off to another child to ask the same question.

Color Match

Two sets of circles of different colors are given to one child who is the leader. This child distributes the circles in one set to other children. The children who get the circles then close their eyes. The leader quietly slips about the room hiding the circles in the other set. The circles should not be hidden in a way that completely conceals them from view. When the leader has hidden the circles, the signal--READY--is given; and the children with the

Color Match (Continued)

circles search for the hidden circles that match their own in color. The child who first discovers a circle that matches his own in color and returns it to the leader becomes the new leader.

Fish and Net

One child is chosen to be the fisherman and, in turn, selects four other children to serve as the net. The remaining children become the fish, and they line up to follow the fisherman around the play area and through the net. The children forming the net join hands and hold them high until the fisherman calls, "Drop!" Upon hearing this signal, the children keeping their hands joined drop them down. Any child caught inside of the circle of clasped hands of the net must join hands with the net. All of those outside the net continue to follow the fisherman. The game continues with the fisherman endeavoring to catch as many children as possible each time in the ever enlarging net. When only one child remains to be caught, this child becomes the fisherman. The child then selects four other children for the net, and a new game begins.

Brownies and Fairies

Formation: Draw two lines about 40 feet apart to serve as goals. Divide the class into two equal groups with one group standing behind each goal parallel to each other. Designate one group as the "Fairies" and have them turn their backs. The other group, the "Brownies," all clasp hands and move forward in a single line creeping toward the "Fairies'" goal. A child acting as the leader calls out, "The 'Brownies' are near." The "Fairies" then turn around and chase the "Brownies" who have dropped their hands to their sides and are running back to their goal. All those who are tagged by the "Fairies" join that group. Then, the "Brownies" turn their backs, the "Fairies" come up quietly, a "Brownies" leader calls out, "The 'Fairies' are coming," etc.

Duck, Duck, Goose!

One child is chosen to be "it" and stands on the outside of a circle formed by the other children. The game begins with "it" moving around the circle tapping the other players on

Duck, Duck, Goose! (Continued)

the shoulders and saying, "Duck, duck, duck, goose!" The child tapped on the word "goose" chases "it" around the circle and tries to tag "it" before getting back to the vacant place in the circle. If "it" is tagged, the child who did the tagging becomes "it." If "it" is not tagged, another child is selected to be "it."

Mother, May I Go out to Play?

All of the children except one line up along a goal line marked off at one end of the playground. About 30 feet opposite this goal line, another line is drawn. One child stands on the side beyond the goal line as "Mother." The children ask, "Mother, may we go out to play?" Mother answers, "Yes, if you skip (hop, gallop, run, walk, etc.) all the way." Whereupon all the children move as Mother tells them to go all the way up to the opposite line and back to the goal line again. When all the children have returned, Mother selects another child to be the "Mother;" and the game is repeated. As soon as the children know and accept the rules of the game, divide them into several groups to play. This measure provides all the children more opportunity to be the leader ("Mother").

Stop and Go

All the children line up on a goal line marked off at one end of the play area. Approximately 30 feet opposite this goal line, another goal line is drawn. The leader, usually the teacher, selects a way for the children to move to the opposite line and back to their starting line. The leader may say "run" or "walk" or "skip" and then give the signal--"Go!" When "Stop!" is called, the children come to a halt until the command "Go!" is given again. When all the children have returned to the starting line, another way to travel is given; and the game is repeated.

Driving out the Pig

One player is chosen to be the Farmer. The other children form the fence by standing or sitting about 1 foot apart from each other. The Farmer stands in the center of the circle formed by the other players and holds a ball which is called the "pig." The Farmer begins the game by placing the "pig" on the ground and rolling it toward the children in the circle

Driving out the Pig (Continued)

in an effort to get it beyond them. The children forming the fence may move only their arms and bodies but not their feet in stopping the "pig." They roll the "pig" back toward the Farmer who continues to try to drive it beyond the fence. If the Farmer succeeds in getting the "pig" past the fence, the game is won; and a new Farmer is chosen.

Hot Potato

Children sit in a circle on the floor. Pretend the ball is a hot potato (Have a child pretend to heat it). Children are to keep the ball rolling by pushing it away with the palm of their hand. If the children take hold of the ball, they are burned and have to turn around with their backs to the circle. When we want the ball to cool, we see how slowly we can make it roll.

Pop Goes the Weasel

Formation: Children stand in a circle. Music: Pop Goes the Weasel

"A penny for a spool of thread
A penny for a needle,
And that's the way the money goes,
Pop goes the Weasel."

Action: One child skips around inside the circle. At the word "pop," the child skipping stops in place. This child takes the hand of the child directly in front of them, and they skip about in the circle as the music is repeated. On the word "pop," the children stop. They choose the child directly in front of them to form a circle of their own and skip about as the music is repeated. This time when the word "pop" is said, the first two children to make up a circle of three lift their arms; and the third child skips out under the lifted arms to start the game over.

Postman

Formation: Children are seated in a circle.

Action: A large rubber ball is held by one child who pretends that the ball is the postman and rolls it across the circle to another child. This child cannot pick up the ball unless the ball (postman) touches the child (raps at the door). When the ball touches, the child picks it up and sends it on its way again.

Bicycling

Formation: Informal.

Action: Children lie on their backs and pretend to bicycle in the air--slow, fast, coasting, and coming to a stop.

Do This, Do That

Formation: Circle.

Action: One child in the circle is the leader. The leader performs a movement saying, "Do this." The players imitate the leader. If the leader says, "Do that," any player doing it is out of the game. The leader tries to confuse the players and gets as many as possible out of the game. Change leaders when each has "caught" 10 players.

Pussy Wants a Chair

Formation: Children sit on chairs in a circle. The person who is pussy stands in the center of the circle.

Action: The children beckon to each other to trade chairs doing so when pussy isn't looking. Pussy tries to get a chair. Any child without a chair becomes pussy. If pussy fails to get a chair, pussy may say, "Everybody trade." Then, every child must get another chair.

I See a Crab

Formation: Draw a circle on the floor representing the pond; one child in the center represents a crab.

Action: Children play at the wading pond and enter the circle. When the child in the center says, "I see a crab," all the other children hurry from the circle before the crab can catch them. Those caught remain in the circle and help to catch a few others. The crab, naturally, walks sideways.

Mrs. Brown's Party

Formation: Circle.

Story: Mrs. Brown had a party, and cake was served at the party.

Action: One child is chosen to start the story. The child to the right repeats the story as told and adds one more thing which Mrs. Brown served at the party. The game continues around the circle in this fashion. If a child fails to repeat all the things which Mrs. Brown had at the party or fails to repeat them in order, the turn goes to the child on the right. The children may be expected to recall and repeat in order from six to eight articles.

Guessing Game

Formation: Circle.

Action: The child is blindfolded (A paper bag is a good blindfold) and stands in the circle. Children say:

"Though your eyes are blinded
Your little hands can feel,
Now take this thing I give you
And quickly its name reveal."

As some object is dropped into the hands of the blindfolded child, they guess what it is. If they guess correctly, some other child takes over. The same procedure is repeated.

Cat and Rat

Formation: Children form a circle with clasped hands. One player is chosen for the cat and another for the rat. The cat stands outside of the circle; the rat, inside the circle.

Action: The game opens with a conversation between cat and rat:

The cat says: "I am the cat."
The rat says: "I am the rat."
The cat says: "I will catch you."
The rat says: "You can't."

This last defiance is the signal for the chase. The cat tries to get into the circle, and the rat evades him. Both may run in and out of the circle, but the players will assist the rat by raising their hands to let it run under; and they will try to foil the efforts of the cat by preventing its breaking through the circle inward and outward. When the rat is caught, it joins the circle; and the cat becomes the rat. A new cat is chosen from the circle players.

Mother Puss

Formation: Circle. Five or six children represent Mother Puss and her kittens.

Action: The children sit sleeping in the center of the circle. All other children say the following rhyme:

"Mother Puss lies fast asleep,
Kittens too make not a peep;
But the kittens love to play,
Softly now they run away." (The kittens tiptoe away and hide.)
Mother Puss wakes up to see
No baby kittens, kittens, where can they be?

Mother Puss calls "Meow," and the kittens answer the same way. The kittens should be located by sound only.

GAMES (Continued)

Color Dodge

Pin a colored paper on the back of one child. The second child tries to see the color.

Ring, Bell, Ring

Formation: Circle.

Action: One child closes his eyes. Another is given a bell which must be held very carefully. The child with the bell runs to some distant part of the room. When the child is ready, the teacher tells the first child. The first child calls, "Ring, bell, ring." The second child rings the bell, and the first child points in the direction of the sound. If the child points in the right direction, this child then becomes the bell ringer. If the child does not point in the right direction, the second child remains the bell ringer; and a new child takes the first child's place.

Little Tommy Tiddlemouse

Formation: Circle. One child sits in the center of the circle in a chair with his eyes closed.

Action: One child is "chosen" secretly by the teacher to tiptoe to the chair. The children say:

> "Little Tommy Tiddlemouse,
> Lives in a little house.
> Someone's knocking, me oh, my
> Someone's calling--(Child chosen says, "It is I.")

The person who has his eyes closed tries to guess who it is.

Huckle, Buckle, Beanstalk

Formation: Informal grouping.

Action: Five or more children are chosen to leave the room, or all the children may be

Huckle, Buckle, Beanstalk (Continued)

asked to close their eyes. The teacher or child puts an object which has been selected by the group in a fairly conspicuous place. When all is ready, the teacher gives the signal; and the selected children begin to search for the object. When they find it, they walk back to their places without touching it and merely call out, "Huckle, Buckle, Beanstalk."

Little Jack A Dandy

Little Jack A Dandy
Has a stick of candy.
Every time he takes a bite
A piece goes quickly out of sight
Happy Jack A Dandy.

The rainbow colors are arranged in order on the floor in a circle. One child hides while another takes one color out. The child hiding his/her eyes comes to the center and tries to tell which color was taken out.

Jumping Jack (Action Song)

My Jumping Jack's a funny man (Squat--"man" jumps high.)
He jumps and jumps as fast as he can (Jump in place.)
His legs fly apart (Jump with feet apart.)
His arms fly, too (Arms sideward.)
Oh, Mr. Jumping Jack, how do you do!

(Jump one: feet apart, arms sideward.)
(Jump two: feet together, arms at your side.)
(Last line: do jumps one and two for all of the last line.)

A Hunting We Will Go

Formation: Two lines of eight children face each other and sing.

Dance: The head couple slides down and back. They separate, and all skip around behind the leaders who make an arch at the other end. All go under and back to their places and start the dance again.

The Swing

How do you like to go up in a swing?
Up in the sky so blue?
Oh, I do think it the loveliest thing
Ever a child can do.

Children are arranged in groups of three--two of these children make the swing by joining hands. The third child puts his hands on the swing and pushes it back and forth in time to the music. At the end the children on the swings go under and on to the next swing.

Round the Ring

Round the ring, round the ring
With a color true.
Guess its name, guess its name
And I will skip with you.

One child chooses a rainbow color and takes it to another child who tries to tell what color it is. If guessed correctly, the two skip together. If not, it is taken to another child.

Musical Chairs

When played in the classroom, the seats are arranged in terms of the number of children. There is one less seat than players. Play music or sing while the children move around the chairs. When the music stops, all players sit in a chair. One will be left out. Remove another chair (or more if you want to speed it up), and continue the game.

GAMES (Continued)

Charley Over the Water

One child "Charley" is within a circle formed by the other players. The circle players join hands and dance or skip around "Charley" reciting or chanting these words:

"Charley over the water
Charley over the sea
Charley catch a blackbird
Can't catch me."

At the word "me," Charley rushes at the circle of players and tries to tag any one of them. The players must squat or stoop to keep from being "it."

Dog and Bone

Formation: Children sit in a circle. One child is chosen to be the dog.

Action: The dog closes its eyes and sits or stands 3 feet from the bone. The teacher beckons to another child to tiptoe forward and get the bone. If successful, this child becomes the dog. If heard by the dog, the dog barks; and the child returns to his seat. Another child is then beckoned forward.

Who Is Knocking at my Door?

Formation: Children move in a circle. One child is in the center with eyes blindfolded.

Action: Another child calls by name saying, "Good morning, Bobby." The blindfolded child answers by saying, "Good morning, ______________" (whoever it's thought to be). Three guesses are allowed. The third time that the child fails to guess the voice the circle moves around again; and the blindfolded child must point to another child and guess who that is.

Magic Carpet

Mark on the floor with chalk. Make several squares to represent "magic carpets." The purpose of the game is to keep from being caught on a signal, such as: stopping music, Magic Carpet (Continued)

clapping hands, blowing whistle, etc. At this signal all the children stop, and any caught touching any part of a "carpet" are out (supposedly whisked off on a "magic carpet").

The Missing Child

Sit in a half circle. One child sits in front with his back to the other children hiding his eyes. The teacher beckons to a child to leave the circle and hide. The children in the circle say together: "Mary, Mary, (child's name) open your eyes; if you can guess who is missing, you are very wise." The child is given a short time to guess. The hidden child is it.

Guessing Animals

The teacher begins by describing an animal and not telling the name. The children try to guess. The one who names the correct animal then has a turn at being "it."

Where Are They?

Children sit on the floor in a circle. One child is in the center of the circle with his eyes closed. The teacher taps two children who quietly change places. The child opens his eyes and tries to determine who has moved.

Adaptation of Pin the Tail on the Donkey

Pin the nose on the pumpkin.
Pin the tail feathers on the turkey.
Pin the beard on Santa.
Pin the ears on the Easter bunny.

If the children become very interested in a story or work project, adapt this game to the situation.

Block Race

Place four chairs in pairs about 10 feet opposite each other. Place three blocks on each chair of one pair. Two children will start from "home" base (the empty chairs), race to the chairs on which the blocks have been placed, pick up one block from the chair on their side, and run back to the first end putting that block on the empty chair. They each do this two more times until all three blocks have been transferred to the original empty chairs. The first one to complete this and get "home" is the winner. This is a noisy game as the children on the sidelines root for their favorite. Good outside game.

Hill Dill

Two parallel lines are drawn 50 to 75 feet apart. All players but "it" stand on one line. "It" stands halfway between the lines. "It" calls "Hill Dill come over the hill, or I'll catch you while you're standing still." At this signal all players must run for the opposite line. All those that "it" can tag help in the next game. When all are caught, a new "it" is chosen.

Kitty-Kitty

The children are seated in a circle. A small box is inverted over some small object (the kitty). A child goes from the room. The kitty is hidden in the hands of another child while sitting in a chair. All other children pretend they have the kitty in their hands, too. The child reenters the room and peeps under the box calling, "Kitty, Kitty." The child who has the kitty says, "Mew." The other child tries to locate the kitty by the sound.

RECIPES

Edible and Nonedible

TIPS FOR USING RECIPES:

1. Plan and organize these experiences.
2. Chart recipes--illustrate with drawings or pictures.
3. Have necessary ingredients and utensils on a table below the recipe chart.
4. Children can find pictured ingredients on the chart and real ingredients on the table.
5. Carefully supervise the use of a hot plate and any knives (serrated table knives).
6. Refer to Primary Project Guide for recipes to use with letters and sounds.

Edible

Chocolate Cake

Cook one package of chocolate pudding mix, add to one package of chocolate cake mix. Mix well and pour into an 8" x 8" Pyrex pan which has been lined with wax paper. Sprinkle a package of chocolate chips over the top. Cook at 350° for 30 minutes.

An Old-Fashioned Cake

1½ cups sugar
½ cup shortening
2 eggs
Stir and stir and stir.
Sift 2¼ cups cake flour.
Add to the flour: 3 teaspoons baking powder
1 teaspoon salt
Sift again.
Measure 1 cup of milk.
Add a little flour and milk. And stir and stir and stir. Keep adding flour and milk and stirring until it is all used.
Add 1 teaspoon vanilla.
Put in greased and floured pan.
Bake at 375°.

Cherry Cobbler

Empty a can of prepared cherry pie filling into a pan. Combine skim milk (dry) with Bisquick. Drop by a spoon on top of the cherry mixture. Bake in a hot oven (450°) about 20-25 minutes.

Halloween Cookies

1 box Jiffy icing mix
1 box of raisins
1 bag of sugar cookies (or have children make them)

Halloween Cookies (Continued)

Mix 2 tablespoons of hot water with vanilla icing mix. Add yellow and red food coloring until desired color. Pass a cookie and six raisins to each child. Each child spreads on his own icing and then puts raisins on for the face.

Peanut Butter Pixies

1 Graham cracker per child
1 small cinnamon candy per child
1 marshmallow per child
½ cup peanut butter for every 10 cookies

Utensils: knife, cookie pan, or cake rack and electric skillet. With a knife spread Graham crackers with peanut butter (each child does his own). Place a marshmallow in the center of each cracker. Place a cinnamon candy in the center of each marshmallow. Arrange crackers on the cookie pan or on the bottom of the electric skillet and on a rack which is in the skillet (two layers). Oven or skillet shoud be 400°. Keep in until marshmallows begin to melt.

Rice Krispies Cookies--Follow recipe on the box.

Sugar Cookies

2½ cups sifted flour
2 teaspoons of baking powder
1 cup sugar
½ teaspoon vanilla
½ teaspoon salt
½ cup shortening
2 eggs
1 tablespoon milk

Sift flour, salt, and baking powder together. Cream shortening and sugar; add eggs and vanilla; then add sifted flour, etc. and milk. Roll and cut. Sprinkle with sugar and bake at 375° for 12 minutes.

RECIPES (Continued)

Edible (Continued)

Gingerbread Men

1 package Pillsbury's gingerbread mix
½ cup or more water (so dough can be rolled out)

Cut with a gingerbread man cutter. Decorate with raisins and pieces of cherries.

Frost Cookies--Graham crackers with 10-X sugar mixed with malk of instant mix.

Christmas Goody Dough

½ cup butter (1 stick)
5 cups confectioners sugar, unsifted
¼ cup whipping cream
1 teaspoon vanilla

Cream butter thoroughly. Add sugar slowly and continue beating until the mixture is light and crumbly. Add cream and vanilla. Beat until completely blended. Portions of the dough may be colored with food coloring. Dough can be shaped immediately or refrigerated. Let cool or freeze before eating. Cookie cutters can be used. Make 1½ lbs. of dough.

Coconut Kisses

1 1/3 cups sweetened condensed milk (1 can)
½ teaspoon vanilla
3 cups (3/4 lbs.) shredded coconut
1/8 teaspoon salt

Mix all ingredients together and drop cookies by a teaspoon onto a greased baking sheet. Bake in oven at 375° for 8 minutes. Remove from the pan while hot.

Fondant

1 egg white
2 lbs. light cream
5 cups 10-X sugar
1 tablespoon cold water
1 teaspoon vanilla

Add tint, blend, and shape. Cover with a damp cloth for one hour at room temperature. Makes 1¼ lbs.

Philly Fudge

1 3-oz. package cream cheese
2 1-oz. squares unsweetened chocolate, melted
¼ teaspoon salt
2 cups sifted confectioners sugar
½ teaspoon vanilla
½ cup chopped pecans (optional)

Cream cheese slowly and blend in sugar. Add chocolate and mix well. Add vanilla, salt, and nuts. Roll into balls with well-washed hands or press into greased shallow pan. Keep in refrigerator. (Cost: $ .60 per 4 dozen pieces.)

Peanut Butter Balls

Mix: 1 cup peanut butter
1 cup instant dry milk
1 cup honey

Spoon into balls. Roll in corn flakes.

Taffy Apples--Follow directions on Kraft Caramel package.

RECIPES (Continued)

Edible (Continued)

Potato Candy--A Pennsylvania Dutch recipe.

Mashed potatoes
Confectioners sugar, sifted

Knead mixture until it is the consistency of dough. Roll out flat and spread peanut butter over it. Roll it up and slice like pinwheels.

Hurry Up Chocolate Drop Cookies (No bake)

½ cup Graham cracker crumbs
½ package chocolate chips
3/4 cup canned milk
½ cup coconut

Roll crackers between wax paper. Put crumbs in a bowl. Add chocolate chips. Add milk and mix. Roll small amounts into a ball. Roll the ball in coconut and put in refrigerator.

To make milk and cracker time more interesting, don't forget that powdered sugar, milk, butter, and vanilla make icing. Cake coloring can be fun in the milk as well as in the icing.

Variations of Butter Icing

Blend together: ½ cup soft butter, 2 cups powdered sugar, 3 tablespoons milk, 1 teaspoon lemon flavoring, 3 drops of food coloring. Add powdered cocoa to make chocolate icing. Food coloring can be added to the white icing to make seasonal variations: orange for Halloween, red and green for Christmas, and red for Valentine's Day. The icings above may be used on vanilla wafers to make sandwiches or on cupcakes, Graham crackers, or any other firm cookie.

Applesauce

Unpeeled apples (one for each child)
Granulated sugar (4 cups for 24 apples)
Cinnamon

Applesauce (Continued)

Have each child bring in an apple. The children cut their apples in quarters. Put the unpeeled apple quarters in a pot with just enough water to start them cooking. When tender, mash and strain; add sugar and cinnamon. Cook again for 10 minutes. Serve in small paper bowls or cups.

Jelly

Put 2 cups grape juice and 3 3/4 cups sugar in a large saucepan.
Mix well.
Bring to a boil.
Add ¼ cup liquid pectin, stirring constantly.
Bring to a full rolling boil.
Boil hard ½ minute.
Remove from heat; skim.
Pour into 5 jelly glasses.
Cool.

Butter

Equipment: 1 pint heavy cream, 1-4 empty jars with lids, crackers, knives, tray, straws (optional), salt, and plates.

Directions:

1. Pour cream into jars (Jars and cream should be cold.)
2. Shake jars.
3. Watch cream thicken.
4. When cream turns into butter, remove from the jar and place butter on plates.
5. Have children sip and taste the milk using a straw.
6. Serve with butter on the crackers.

RECIPES (Continued)

Edible (Continued)

Bread

1 cup lukewarm water
Add 1 cake yeast.
Stir until the yeast melts. Then add 2 tablespoons shortening.
Add 2 tablespoons sugar; stir.
Then add 2 cups flour (Be sure the dough is very stiff.)
Set in warm place until it doubles itself (about 1 hour)
Then add 1 teaspoon salt.
Make into about 8 rolls.
Set in warm place until rolls double themselves (about 1 hour)
Bake about 15 minutes at 400°.

For more adventurous classes, try using this same bread recipe for cinnamon rolls. After the dough has risen the first time, roll the dough, sprinkle with sugar and cinnamon, dot with a small lump of butter, roll, cut, allow rolls to rise, and then bake.

Cinnamon Biscuits

1 package prepared biscuits
1 cup sugar
1 teaspoon cinnamon
½ stick margarine (melted)
1 teaspoon sugar

Melt shortening. Mix sugar and cinnamon together. Dip each biscuit in the melted margarine. Dip in sugar mixture. Place on a baking pan. Bake at 350-375° for 10 minutes.

Piki Bread (As Hopi Indians make it.)

Mix corn meal with water to form soft batter.
Heat a flat stone and grease it.
Spread batter thinly over hot stone. (You will have to use a skillet.)
It cooks instantly.
Roll or fold it.

RECIPES (Continued)

Edible (Continued)

Stew

1 lb. of hamburger
2 stalks celery
5 large onions
2 packages carrots
8 potatoes
Catsup

Put hamburger in an electric frypan. Add onions, carrots, celery, potatoes, some water, and a little catsup. Then, turn the heat down and put the cover on. Cook approximately ½ hour. Serve stew in paper cups.

Vegetable Soup

Buy enough vegetables so each child can prepare one large vegetable (tomato, onion, ear of corn, carrot, potato) and several smaller ones (peas, string beans) if you wish. Six children can be cooks at one time using peelers and serrated table knives. Each child selects his vegetable(s), washes it, and washes his hands.

If each child helps in the above way, this will make two large pots of soup. As the vegetables are prepared, put them into a pot. Add a large can of tomato juice (No. 10 can) to each pot of vegetables. Add browned hamburger (or soupbone if desired). Add salt and pepper to taste.

Cook 45 minutes to 1 hour.

Carrot Surprises

Pare carrot.
Spread peanut butter on one slice of carrot. (Can use celery also.)
Slice carrot in thin slices.
Top with second slice.

RECIPES (Continued)

Edible (Continued)

Raggedy Ann Salad

Use grated yellow cheese for hair; ½ hard-cooked egg (rounded side up when cut lengthwise); raisins for eyes and nose, and cherry for mouth (Maraschino); celery for the arms; peach half for the chest; lettuce for the skirt, and celery for the legs.

Sandwich Making

Let children cut out bread with cookie cutters. Let each child have two matching pieces of bread to fill. Spread with peanut butter and jelly. Raisins dipped in a little peanut butter can be used for putting eyes, nose, and mouth on the front of the sandwich.

Fried Pumpkin Seeds

1. Have children scoop out seeds.
2. Wash and dry the seeds.
3. Fry in butter or oleo; salt.

Orange Sherbet

Mix two cups of water and one cup of sugar together and boil with a tiny pinch of salt for 5 minutes. When cool, add one cup of orange juice (fresh or frozen). Freeze. Makes two pints.

Other Suggestions:

- Jello--fruited, plain, with marshmallows
- Instant pudding
- Fruit cocktail
- Orange-cranberry relish
- Pancakes
- Lemonade
- Kool Aid
- Cocoa
- Fudge
- Popcorn

RECIPES (Continued)

Nonedible

Play Dough

3 cups flour
1 cup salt
3 teaspoons alum

Mix ingredients and add enough water to hold together. Colored clay may be made by adding food coloring to the water or powdered paint to the ingredients before mixing. Keep in tightly closed plastic containers.

2 cups flour	2 tablespoons olive oil
1 cup salt	Food coloring

The olive oil will help to preserve the dough.

Sawdust Dough--a different texture to feel and a good recipe for children to follow by themselves.

1 can (juice) wheat paste
2 cans water
4 cans sawdust

Just mix and have fun molding.

Modeling Mixtures

Modeling Dough

1 cup salt
½ cup cornstarch
2/3 cup water

Cook all ingredients over low heat, stirring constantly until it is a thick, doughy mass. Cool. You may add food coloring. Keep in plastic bag. Keep cool.

Modeling Mixtures (Continued)

Paste Jewelry Modeling Mixture

3/4 cup flour
½ cup cornstarch
½ cup salt

Mix above ingredients in a bowl. Add warm water gradually until the mixture can be kneaded into stiff dough. Dust with dry flour to reduce stickiness. Mixture may be rolled into balls for beads. Pierce each bead with a toothpick and allow to dry. Paint if desired.

Coffee Mixture--this has a wet sand feel.

1 part used coffee grounds
1 part cornmeal
1 part salt

Mix together in a large pan or bowl. Children enjoy the texture and odor. Provide sand play materials.

Window Paint

A mixture for painting on windows may be made by mixing equal parts of Bon Ami, Alabastine, and dry tempera paint. (Alabastine is another name for glass paint or whiting. It comes in powder form and is obtainable at hardware or paint stores.) Add enough water to make a creamy paste. This mixture may be painted on the window with a small brush or clean rag. It may be wiped off easily with a damp cloth and does not mar the window in any way.

PARENT INVOLVEMENT

For many parents and their children kindergarten provides the first formal experience with school. Parents need to be informed of requirements, expectations, policies and procedures, and special events. If they are encouraged to participate in the classroom and at home in the learning activities of their children, then there is a greater potential for successful achievement.

Parent communication and involvement may take place through:

-- telephone calls
-- a parent information handbook
-- weekly or monthly newsletters
-- daily, weekly, or monthly homework assignments
-- letters giving specific suggestions for skill review
-- conferences
-- progress reports
-- a parent volunteer program

PARENT INFORMATION HANDBOOK

A handbook prepared in time to be distributed during the first week of school serves to answer many questions and can be very helpful to parents and teachers. Extra copies should be made available to parents of children who enroll later in the year.

Suggested information to include:

-- arrival and departure times and places
-- list of needed supplies
-- request that belongings be labeled
-- snack policy and cost (if applicable)
-- sharing/"Show and Tell" policy
-- clothing suggestions for classroom and physical education
-- holiday, party, and birthday procedures
-- policy for late arrival, early departure, excuse notes, etc.
-- list of things to save for art projects, etc.
-- request for volunteer assistance
-- summary of topics and skills
-- daily schedules, classroom routines, and procedures
-- description of reading, math, and Primary Project
-- topics and themes in science, social studies, and health
-- Continuous Stroke Alphabet (PGIN 7690-0838)
-- homework policy

A Summary of the Topics and Skills Presented in the **Kindergarten** Instructional Program

Note: The topics and skills presented in this summary are those which form the basis for the instructional program for the **typical** student at this grade level. Due to individual differences in student achievement, some students may not cover all topics and skills designated for a specific grade level, while others may go beyond those stated for that grade level.

Reading Readiness

Skills:
- Recognizing own name in print
- Identifying shapes and colors
- Recognizing and reproducing patterns (e.g., with beads, shapes, letters)
- Grouping objects which are alike in some way (e.g., color, size, use)
- Identifying objects which are different from others in a group
- Selecting and looking at books
- Identifying likenesses and differences in letters and words
- Identifying differences in sounds (e.g., words that begin alike; words that rhyme)
- Associating letters with their corresponding sounds
- Identifying letter names

Mathematics

Skills:
- Comparing objects
- Comparing objects by number
- Preparing for addition and subtraction
- Identifying ordinal numbers
- Learning to count 0-10
- Identifying geometric shapes
- Recognizing halves
- Using pennies, nickels and dimes to study money

Science

Even Years

Topics:
- Force and Motion
- Changes in Matter
- Comparing Living Things

Odd Years

- Properties of Matter
- Differences in Environments
- Growth

Skills:
- Observing
- Manipulating
- Identifying

Music

Topics:
- Rhythm: beat, tempo, accent, beat groupings, quarter and eighth notes
- Melody: high-low, melodic contour, intervals

Skills:
- Perceiving features of melody and rhythm
- Moving to music
- Singing
- Playing instruments

Language Arts

Skills:
- Listening and following directions given in one-to-one situation
- Following directions given in group situation
- Recognizing these directional concepts: on-in, over-under, beside-behind, inside-outside, first-last
- Listening to a story, friend or topic of interest
- Recalling events, experiences or information
- Using correct names for everyday objects
- Communicating clearly (using appropriate words and a variety of sentence structures)
- Asking questions
- Expressing ideas and experiences
- Creating a story from pictures and/or experience
- Printing own name from memory
- Beginning to form letters

Social Studies

Major Topic: Learning with others
- How to Play and Work With Others
- Our Unique Characteristics
- How to Help Ourselves

Skills:
- Obtaining facts from pictures
- Obtaining information from resource persons
- Working in groups

Physical Education

Topics:
- Basic manipulative and motor-movement skills
- Games
- Stunts and tumbling
- Rhythms/dance

Skills:
- Catching
- Throwing
- Bouncing
- Rolling
- Walking
- Hopping
- Skipping
- Jumping
- Leaping
- Sliding
- Galloping
- Balancing

Body movements in place such as stretching and bending

Art

Topics: Introduction to elements of design (e.g., line, shape, form) in activities such as constructing, drawing and sketching, modeling and carving, painting and stenciling, sculpting, weaving and stitchery.

Skills:
- Measuring, cutting, shaping and gluing into form using paper and cardboard
- Forming designs with clay
- Applying paint to paper, cardboard and cloth
- Using finger and powder paints
- Using paper and string in design activities

Health Education

Skills:
- Describing a cooperative family unit
- Identifying beneficial foods and medicines
- Comparing the growth of living things
- Identifying good health habits
- Stating good safety habits
- Identifying a healthful environment

September 1983

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
★ means to bring your homework paper to school the next day. Please return this calendar October 3. I have worked with my child on these activities. Parent signature:				1 Tell the name of the new month. Tell what you did at school today.	2 Tell your teacher's name. Name 3 friends in your class.	3 Ask for help using food color. Put 1 drop of yellow in a glass of water Put 1 drop of blue in another glass of water. Mix them together.
4 Read a story with someone you love. ☺	5 ★ Practice your name the way it looks at the top of this calendar. NO SCHOOL	6 Tell what red and green and yellow on a traffic light means. Say our poem.	7 Tell the name of our school and the name of our principal.	8 Draw a picture of what it looks like outside today. Is it sunny? NO SCHOOL	9 Think about what you did at school today. Tell what you liked best.	10 Walk through your home with a grown-up. Find something red, yellow, blue, green, purple, brow. black, orange.
11 Do something nice for someone today. ☺	12 Tell about our 3 school rules.	13 Name some foods that are brown.	14 ★ Color a picture about school. Make yourself doing something you like.	15 Talk about all the people in your family and the work they do. Be sure to remember yourself.	16 Tell about some pets and some things that they need.	17 Use your finger to trace some circles at home. (toys, plates, etc.)
18 Have you hugged your parents today? ☺	19 ♫ Sing the color song we have learned at school.	20 ★ Draw 2 purple circles. Draw 3 blue squares.	21 Tell about some school helpers we have met: secretary health aide custodian	22 Look at the moon tonight. What shape is it?	23 Today is the first day of a new season. Tell about it.	24 Find a tree (not ever-green) near your home. Look at it. Is it losing leaves yet?
25 Color a pretty picture for one of your grandparents.	26 Tell what is the same about a triangle and a tricycle.	27 Ask someone to draw shapes on your back. Can you guess? ○ □ △	28 Color a picture using all red rectangles.	29 Look for something at home that is an oval shape. ⬯	30 Put some salt or sugar on a plate and practice drawing shapes. ○□△▭⬯	Do you like doing homework? [illegible] or ☹ ?

March 1984

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
★ means bring your homework paper to school the next day.		Please return April 2. I have worked with my child on these activities. signature		1 Tell your family the story of "The Three Billy Goats Gruff." Try to put the story parts in the right order.	2 ♫ Sing BINGO for your family. Did you remember all the letters ?	3 Rice Krispy Treats 1/4 c. butter, 40 marshmallows } melt and cook 3 min. Add 5 cups Rice Krispies and mix. Press into buttered pan. ☺
4 Practice galloping today. You may gallop with music or without music.	5 Look for D and d in a magazine. Cut out 3 of each and glue them in your dog book. Bring it Wednesday.	6 ★ Cut out a picture of something which begins with the same sound as dog. Glue it in your dog book.	7 ★ Tell 5 words which begin with the sound of d. Ask a grown-up to print the words. Draw a circle around ⓓ.	8 ★ It's d week! Draw a dozen donuts.	9 Review the days of the week. Today is.... Tomorrow will be.... Yesterday was....	10 Play "Duck, Duck, Goose" with some friends ☺
11 ♫ It's March! March to some music today. ♫	12 Look for C and c in a magazine. Cut out 3 of each and glue them in your cat book. Bring it Wednesday.	13 ★ Cut out a picture of something which begins with the same sound as cat. Glue it in your cat book.	14 ★ Tell 5 words which begin with the sound of c. Ask a grown-up to print the words. Draw a circle around ⓒ.	15 ★ Color a picture of a calico cat.	16 Help to cook something for c. Try cupcakes or corn or carrots or cookies.	17 Ask for help coloring something green with food coloring. Try milk or pudding or mashed potatoes. Have fun! ☺
18 Take a walk outside if it is nice weather. Look for buds on tree branches.	19 Look for K and k in a magazine. Cut out 3 of each and glue them in your kite book. Bring it Wednesday.	20 ★ Cut out a picture of something which begins with the same sound as kite. Glue it in your kite book. Tell what Season it is.	21 ★ Tell 5 words which begin with the sound of k. Ask a grown-up to print the words. Draw a circle around ⓚ.	22 ★ Cut out the prettiest spring picture you can find in a magazine or newspaper. Bring it to school.	23 Write the letters you have learned on a grown-up person's back and have him guess. You take a turn guessing.	24 If it is nice weather, practice bouncing, catching, and throwing a ball with a friend or a grown-up.
25 Take a walk outside if it is nice weather. Look for spring flowers. If you see some, learn their names.	26 Look for W and w in a magazine. Cut out 3 of each and glue them in your wagon book. Bring it Wednesday.	27 ★ Cut out a picture of something which begins with the same sound as wagon. Glue it in your wagon book.	28 ★ Tell 5 words which begin with the sound of w. Ask a grown-up to print the words. Draw a circle around ⓦ.	29 Count the windows in your house. How many did you count ? ______	30 Tell a grown-up the names, key words and sounds of the letters we have learned. There are 19. N. PM class today	31 Learn the name of the new month which begins tomorrow. Be ready to tell at school on Monday.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

I worked with my child on these homework activities.

HOMEWORK AND SPECIAL EVENTS CALENDAR IDEAS

Try to include activities from all content and other areas which will correlate with units of study that month.

Motor: Practice galloping today. (Also: marching, hopping, catching, bouncing, throwing, skipping, jumping jacks)

Walk on your tiptoes, on your heels, on the outside edges of your feet, on the inside edges of your feet.

Practice zipping, buttoning, or snapping your winter coat.

Practice tying your shoes.

Play "Duck, Duck, Goose" with some friends.

Play "Simon Says" with a grownup.

Trace your left hand and color it green. Trace your right hand and color it red. (Trace left and right feet.)

Hop two (2) times on your right foot. Cover your right eye. Put your right elbow on your right knee.

Put your left hand on your right elbow. Touch your right ear with your left hand, etc.

Math: Count the rooms (windows, doors, etc.) in your house.

Count the tables in your house. Count the chairs in your house. Are there more tables or more chairs? (Fewer?)

Find five (5) things in your house that are a circle shape. Also find square, triangular, and rectangular shapes.

Repeat this pattern three (3) times: □○△, ___, ___.

Help to set the table. Count the plates. Match a fork to each plate.

Who is the youngest in your family? The oldest? The shortest? The tallest?

Show a grownup the top, middle, and bottom shelves in a cupboard.

Line your shoes up. Show a grownup which shoe is first, which is next, which is last (or first, second, third, etc.). Be sure to put your shoes away!

HOMEWORK AND SPECIAL EVENTS CALENDAR IDEAS (Continued)

Reading/Language: Visit the public library and check out some books. (Good for Saturday.)

Ask a grownup to read you a story today.

Teach a grownup a fingerplay you have learned (Five Little Jack-o-Lanterns, etc.).

Tell the story about "The Three Bears." Be sure to tell the story parts in the right order.

Letters and Sounds: Look for A and a in a magazine. Cut out two (2) (or more) of each and glue them in your homework book (or on a piece of paper).

Cut out a picture of something which begins with the same sound as apple. Glue it in your homework book (paper).

Tell five (5) words which begin with the sound of a. Ask a grownup to print the words. Draw a circle around ⓐ.

Bring something to school for the a sound table.

(ACTIVITIES CAN BE REPEATED AS NEW LETTERS ARE INTRODUCED.)

Science: Take a walk outside. Look for buds (new leaves) on tree branches. (Also, signs of fall or spring or winter: geese flying south, robins, spring flowers, etc.)

Draw a fall (winter, spring, or summer) picture. Show how you would dress for the weather and some things you would see.

Ask a grownup to help you add food coloring to water. Try mixing blue and yellow, red and yellow, etc.

Health/Safety: On a traffic light, tell what color means "go," "stop," "slow."

Tell the special emergency phone number and when to use it.

Show how to "stop, drop, and roll."

Tell why children should not play with matches.

Practice a family fire drill.

HOMEWORK AND SPECIAL EVENTS CALENDAR IDEAS (Continued)

Health/Safety: (Continued) Help a grownup put your Mr. Yuk stickers on dangerous poisons or cleaning supplies. Are they out of the reach of little children?

Tell the rules you learned today about taking medicine.

Tell what you have learned about walking home safely.

Holidays: Tell what you learned today about Christopher Columbus (Abraham Lincoln, George Washington, Dr. Martin Luther King, Jr., etc.).

Music: Sing ♫BINGO♫ (or any other song you are teaching).

Miscellaneous: Think of something kind to do for someone today ☺. Clean your room today without being reminded ☺. Ask what you may do to help at home today ☺. Have you hugged your parents today ☺ ?

Last Day of Month: Learn the name of the new month which begins tomorrow. Be ready to tell at school.

LETTERS TO PARENTS

The letters on the following pages provide ideas for home activities which will give extra practice in the ten (10) skill areas of Ready Steps as well as visual skills. The letters can be duplicated as they are, or the ideas can be incorporated with ideas from other content areas. They may be appropriate for the entire class, a single group, or individual children.

Dear Parents/Guardians:

We are working on listening skills at school. These are some activities that you can do at home to improve your child's listening. Please remember to tell your child how well he/she did when you are finished.

1. Have your child listen to and name different sounds around the house. Have your child close his/her eyes while you make such sounds as beating a spoon on a pan, running the vacuum cleaner, running water, bouncing a ball, etc. Have him/her locate and make the sound.

2. When reading to your child, have him/her supply sounds for certain parts of a story. For example: every time the word pig is mentioned in The Three Little Pigs, have your child make a pig sound. For stories which often repeat certain words, have your child listen for the chosen word and clap his/her hands when he/she hears it. Many of the Dr. Seuss books have repeated words.

3. Teach your child a new song.

Thank you for your cooperation.

Sincerely yours,

No. 1: Auditory Discrimination

Dear Parents/Guardians:

We are working on the words: in, on, under, above, same, different, first, next, last, beside, between, and in front of. Here are some activities that you can do at home to improve your child's ability to use these words. Please remember to always tell your child how well he/she did when you are finished.

1. Use any available box and have your child put a toy or object in, on, under, above, beside, and in front of it. Ask your child to tell you the location of the toy or object.

2. Use any kind of creative toy, such as: Tinker Toys, building blocks, Legos, Bristle Blocks, Lincoln Logs, etc. Ask your child to find all the pieces that are the same. Arrange a row of pieces with one object which is different than the others. Ask your child to find the different piece. You can also ask your child to locate the different item using the word between.

3. Check your child's ability to use the words: first, next, and last while at play. Ask your child to arrange blocks, dolls, cars, etc. in a row and have him/her identify the first, next, and last item. In the kitchen you can also develop these words. Stress the first, next, and last steps of a recipe.

Thank you for your cooperation.

Sincerely yours,

No. 2: Instructional Language

Dear Parents/Guardians:

We are working on following directions in school. Here are some activities that you can do at home to help your child follow directions well:

1. Ask your child to carry out the following one-part direction. Have him/her tell you what you said to do first, and then do it. Say, "Put your finger on your nose. What did I just say? (Child repeats it.) Okay, now do it."

2. Ask your child to carry out the following two-part direction. Ask him/her to tell you what you said to do before he/she does it. Then, have the child do it. Say, "Hop one time and then close your eyes. What did I just say? (Child tells you.) Okay, now do it."

3. Ask your child to carry out this three-part direction. This time don't ask him/her to say it back to you and see if he/she can do it. Say, "Stamp your foot, then raise one hand, and then say 'the end.'"

Remember, if the child has trouble with the direction, you can help him/her. You can repeat the direction, and you can show him/her or do it along with the child.

Please remember to tell your child how well he/she did when you are finished. Thank you for your cooperation.

Sincerely yours,

Dear Parents/Guardians:

We are working on listening in school. Here are some activities that you can do at home to improve your child's listening. Remember to always tell your child how well he/she did when you are finished.

1. Read a story your child knows well, such as: Little Red Riding Hood, and leave out parts for your child to fill in. You might say: "Little Red Riding Hood was on her way to Grandma's __________. She was walking through the __________. Then, she heard the voice of the Big Bad __________!"

2. Read a story to your child. Ask the following questions when you have finished:

   a. Who was your favorite character? Why?
   b. Who was the character you didn't like? Why?
   c. Do you think this story could really happen?
   d. What happened first, what happened next, and what happened last?

3. Let your child tell you his/her favorite story.

4. Watch the TV weather report with your child. Have your child tell you how warm or cold it will be.

5. Take your child to the library.

Thank you for your cooperation.

Sincerely yours,

No. 4: Listening Comprehension

Dear Parents/Guardians:

We are learning to remember the order in which things occur. Here are some activities that you can do at home to help your child strengthen this skill:

1. Tell your child the three steps to making toast. See if your child can follow the directions by making buttered toast for you.

2. When you get home from the store, have your child tell you, in order, two or three things which he/she saw on the way home.

3. Take a simple Sunday comic strip, such as: "Peanuts;" read it to your child. Have your child tell you what happened first, second, and third in the comic strip.

Please remember to tell your child how well he/she did when you are finished. Thank you for your cooperation.

Sincerely yours,

No. 5: Sequencing

Dear Parents/Guardians:

We are working on language skills at school. Ask your child questions that require answers of more than one word. The following are some activities which you can do at home to improve your child's listening and speaking skills:

1. Point to the following household items: pot, spoon, broom, mixer, bathtub, window, trash can, stove, can opener, lamp, chair, etc. Have your child tell you how you use these household items.

2. Make popcorn or instant pudding with your child. As you follow the recipe, have your child describe each step to you. This activity can be done with any simple food.

3. When you take your child to the store, ask him/her to tell you about two (2) new things he/she has found there.

Please remember to tell your child how well he/she did when you are finished. Thank you for your cooperation.

Sincerely yours,

No. 6: Oral Language Development

Dear Parents/Guardians:

We are working on vocabulary skills at school. Here are some activities that you can do at home to help your child:

1. The next time you are in the kitchen with your child, ask him/her to name things in the room (sink, refrigerator, stove, spoon, pan, cup, sugar, cooking utensils, etc.).
2. Ask your child to tell you the things needed to make a peanut butter and jelly sandwich. If you have time, write the directions together and read them.
3. Ask your child to tell you the things needed to wash the dishes.
4. Think of other things.

Please remember to tell your child how well he/she did when you are finished. Thank you for your cooperation.

Sincerely yours,

No. 7: General Vocabulary

Dear Parents/Guardians:

We are learning to put things that are the same into groups. Here are some activities that you can do at home which will help your child:

1. Use two (2) spoons and one (1) fork. Ask your child to tell you which are the same. When he/she picks out the spoons, ask the child how they are the same. If your child doesn't understand what is to be done, do it with your child and explain as you do it. Then, ask him/her to do it alone. This can be done with any three (3) objects where two (2) are the same and the other is different.
2. Work with your child in the living room. Ask him/her to tell you all the things in the room on which you can sit. Then, ask him/her to tell you all the things upon which you can set things.
3. In the grocery store ask your child to point to any of the following:
    - a. "Little" or "short" cans
    - b. "Tall" or "big" boxes
    - c. Things that are green
    - d. Things that are sweet
    - e. Things that a dog or cat would like

Please always remember to tell your child how well he/she did when you are finished. Thank you for your cooperation.

Sincerely yours,

No. 8: Categorizing

Dear Parents/Guardians:

We are working on sentence completion. Here are some activities that you can do at home to improve your child's speaking skills:

1. Play a riddle game. Say, "I am thinking of something in this room that has four (4) legs. You can sit on it. What is it?" Also: "I am thinking of something that has four (4) legs. It says 'Meow.' What is it?" Encourage your child to make up riddles, too.

2. Read a familiar story. Encourage your child to add a missing word. For example: "Once upon a time, there were three (3) (bears). They lived in a (house) in the woods." Complete the story in the same way.

3. Play a "Finish the Sentence" game. For example: "I lock the door with a (key)." "In the morning we eat (breakfast)."

Have fun with your child and always remember to tell him/her how well he/she did when you are finished. Thank you for your cooperation.

Sincerely yours,

No. 9: Using Oral Context

Dear Parents/Guardians:

We are learning matching in school. Here are some activities that you can do at home with your child:

1. Have your child sort your knives, forks, spoons, and/or dishes before putting them away.
2. When you do the laundry, have your child match the socks.
3. Give your child a page from a newspaper, junk mail, or a catalog. Draw a circle around any one (1) letter. Have the child find as many matching letters on that page as he/she can.

Please remember to tell your child how well he/she did. Thank you for your cooperation.

Sincerely yours,

No. 10: Letter Form Discrimination

Dear Parents/Guardians:

We are working on visual discrimination skills at school. Visual discrimination skills involve the child recognizing similarities and differences of objects, pictures, shapes, puzzle pieces, etc. These are some activities that you can do at home to help your child:

1. Save your large cereal or cookie boxes. Cut out the front piece and cut into large puzzle pieces. Have your child do the puzzle.

2. Have your child match any objects in the house. Kitchen utensils could be used; buttons, pictures, etc.

3. Have your child group collections of things, such as: buttons into sets according to size, texture, or shape, etc.

4. Have your child name things that they can see in a room.

Please remember to tell your child how well he/she did when you are finished. Thank you for your cooperation.

Sincerely yours,

Dear Parents/Guardians:

We are working on visual memory skills at school. The following is a game that you can play at home to help your child develop a good visual memory:

CONCENTRATION

> Have two identical sets of playing cards (start with the ace through five (5) and gradually build more cards into the game). Have cards face up so your child can identify them. Turn cards over and have your children take turns trying to select matching pairs of cards.

Please remember to tell your child how well he/she did when you are finished playing the game. Thank you for your cooperation.

Sincerely yours,

Dear Parents/Guardians:

We are working on visual motor skills at school. These are some activities that you can do to help your child improve these skills:

1. Provide pieces of paper and encourage your child to fold, cut, tear, and wad the paper.
2. Encourage your child to draw some circles, squares, triangles, and original shapes. Have your child color them, cut them out, and glue them together in a design.

Please remember to tell your child how well he/she did. Thank you for your cooperation.

Sincerely yours,

CONFERENCES

At least one conference is required during the school year. However, when the need for a conference arises from either the parents or a teacher, one should be held. Communication over the telephone, a daily/weekly note system, or even a home visit are encouraged for close home/school cooperation.

A Suggested Checklist for a Good Conference

1. Make careful preparation.
2. Insure privacy.
3. Have an informal setting.
4. Set a time limit.
5. Have a folder of dated sample work.
6. Establish rapport.
7. Begin on a positive note.
8. Encourage the parents to talk.
9. Listen attentively.
10. Develop an attitude of mutual cooperation.
11. Encourage suggestions from parents.
12. Use parents' practical suggestions as a springboard for action.
13. Summarize points covered.
14. Make notes after parents leave.
15. Be informed about school purposes, methods, and policies.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS, MARYLAND

Kindergarten Pupil Progress Report

Pupil	Teacher	School	Year

TO THE PARENTS: This is a description of your child's development in three important areas of growth. It is important to remember that individual children grow at their own rate and cannot be hurried in this growth. We do not expect that a child will have developed fully in all the areas listed here by the end of the kindergarten year. The best incentive for children to continue to grow is for them to feel successful at each stage of their development.

CODE: Y Yes N No P Progressing NA – Not yet Introduced

Jan.	June	
		PHYSICAL GROWTH: Your child
		1. Takes care of personal needs.
		2. Demonstrates large muscle skills (throwing, hopping, balancing).
		3. Demonstrates small muscle skills (buttoning, zipping, cutting).
		4. Traces shapes, patterns, etc.
		5. Copies shapes, patterns, etc.
		6. Sits or relaxes quietly while listening or working on a task.
		7. Completes puzzles of 2 to 10 pieces.
		8. Completes puzzles of more than 10 pieces.
		SOCIAL AND EMOTIONAL GROWTH: Your child
		1. Works and plays well with other children in one-to-one or small group situations.
		2. Works and plays well in large groups.
		3. Seeks and accepts help when needed.
		4. Waits for turn and for teacher's attention.
		5. Works alone for a period of time.
		6. Chooses and completes an independent activity.
		7. Takes care of and puts away materials he/she uses.
		8. Cooperates in class routines and follows rules.
		LANGUAGE AND THINKING SKILLS: Your child
		1. Recognizes his/her name in print.
		2. Prints name from memory.
		3. Identifies three or more shapes.
		4. Identifies eight or more colors.
		5. Recognizes and reproduces a pattern (beads, shapes, letters).
		6. Knows these directional concepts: on-in, over-under, beside-behind, inside-outside, first-last.
		7. Groups objects which are alike in some way (color, size, use).

Jan.	June	
		8. Identifies objects which are different from others in a group.
		9. Counts orally from 1 to 10.
		10. Counts objects from 1 to 10.
		11. Recognizes numerals from 1 to 10.
		12. Draws a recognizable person.
		13. Listens and follows directions given in a one-to-one situation.
		14. Follows one-step directions given in group situations.
		15. Follows directions of two or more steps given in group situations.
		16. Listens to a story, friend or topic of interest.
		17. Recalls events, experiences, or information immediately,
		18. and from the past.
		19. Uses correct names for everyday objects.
		20. Communicates clearly (appropriate use of words, variety of sentence structures.)
		21. Asks questions.
		22. Expresses ideas and experiences.
		23. Creates a story from pictures and/or experience.
		24. Selects and looks at books.
		25. Identifies likenesses and differences in letters, words.
		26. Names some letters.
		27. Identifies gross differences in sound (dog's bark, cat's meow).
		28. Identifies fine differences in sound:
		• words which begin alike (cab, car),
		• words which rhyme (boy, toy).
		29. Associates some letters with their corresponding sounds.
		30. Identifies some words.
		31. Works out solutions to many kinds of situations on his/her own.
		32. Uses imagination and creativity in classroom activities.

COMMENTS: (January)

COMMENTS: (June)

Attendance (end of Year):
Days absent ________
Days tardy ________
Days present ________

Conference:
Date ________
Parent's Signature

Placement (end of year): Your child has been assigned to ________ for the coming year.

Teacher

Principal

PGIN 7540 2100

TIPS FOR TEACHERS

1. Don't be reluctant to involve parents in your program. The more they participate, the easier it is for you and them; and, of course, the better it is for the children.

2. Encourage parents to view their own child objectively as a member of the total group and not to be upset by some behavior (especially when they first begin). It's a new experience for the child to have mother (or father) in the classroom. It takes time for everyone to get used to this situation.

3. Begin gradually giving the volunteer one or two instructional assisting, supervisory, or housekeeping opportunities for involvement. Don't overwhelm him/her with too many tasks at once. Increase the responsibilities as he/she becomes more confident.

4. If volunteers are tutoring small groups, remember to give them opportunities to work with a variety of learning levels.

5. Be sure to set aside time when you can talk with the parent volunteers about what they have done. Get feedback about the children with whom they have worked.

6. Plan ahead for your parent volunteers--especially in the early stages. Be sure you communicate your plans and directions explicitly.

7. Encourage parent volunteers to come in on a regular schedule. The effectiveness of volunteers is minimized if you cannot plan for them on a regular basis.

8. Discuss your program and the reasons for your activities. Parent volunteers often become the most outspoken advocates for early childhood education.

9. Use the individual strengths of each parent. Some parents work better in some ways than in others.

10. Volunteers don't have to be parents. Grandpas, aunts, interested citizens in the community--many are just waiting to be asked!

11. Remember that it's important to give much support and praise!

SUGGESTED WAYS TO INVOLVE PARENT VOLUNTEERS

1. Sharing talents, hobbies, interests, and skills with children.
2. Preparing instructional materials.
3. Helping a small group practice a skill.
4. Tutoring individual children.
5. Helping students catch up after absences.
6. Reading and storytelling.
7. Assisting students at centers.
8. Playing learning games with small groups.
9. Supervising a small-group activity: cooking, art, etc.
10. Taking slides/pictures of children at school and on trips.
11. Obtaining special materials for science or other projects.
12. Helping children with their clothing.
13. Helping in preparation of assembly programs.
14. Setting up special classroom exhibits.
15. Helping supervise students on field trips.
16. Mixing paints, cleaning up, etc.
17. Managing classroom libraries.
18. Maintaining folders of representative work for each student.

TIPS FOR INVOLVING VOLUNTEERS IN SMALL-GROUP FOLLOW-UP WORK

1. Conduct a training session.
2. Familiarize parents with terminology used.
3. Caution parents not to discuss children outside of school.
4. Have a volunteer desk or box with necessary supplies.
5. Prepare materials for groups, including task cards.
6. Discuss progress on a regular basis.

Sample activities to have on 3 x 5 task cards:

Auditory Memory and Sequencing

OBJECTIVE: Having listened to a sequence of musical instruments, the child will reproduce the sounds.

MATERIALS: Drum, bell, triangle, tambourine

PROCEDURE: Demonstrate the sound made by each instrument. Have all children close their eyes while you play one instrument. Have children open their eyes, and select one child to play the instrument they heard. Continue this procedure for two, three, and four instruments played while their eyes are closed; and have a child repeat the sequence played.

Visual Memory

OBJECTIVE: Given a geometric shape card, the child will make the shape on an individual chalkboard.

MATERIALS: Visual memory cards, individual chalkboards, chalk, erasers

PROCEDURE: Show the group a shape card. Take it away, and ask them to make the shape with chalk on their chalkboards.

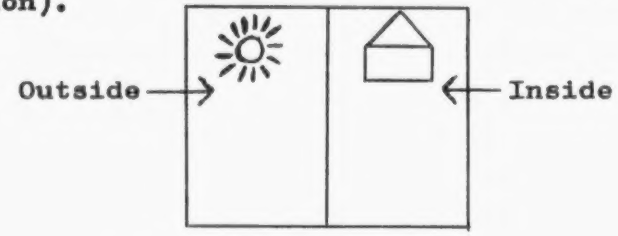
Classification

OBJECTIVE: Given various pictures cut from magazines, the child will classify the item by showing if the item is found outside or inside.

MATERIALS: Magazines, scissors, glue, paper

Classification (Continued)

PROCEDURE: Have the children cut out pictures and glue them on the "outside" or "inside" side of the paper. Items that are found both places should be placed in the category in which they are found most often (child's opinion).



Letter Sounds

OBJECTIVE: Given a letter sound, the child will locate a picture that begins with the sound.

MATERIALS: Magazines, scissors, glue, letter paper

PROCEDURE: Have children search for words (pictures) beginning with the letter on the paper. Cut and glue to paper.

Visual Memory

OBJECTIVE: Given several number cards seen two at a time, the child will locate the like numbers.

MATERIALS: Number cards with pictures on the reverse side

PROCEDURE: Play a "concentration" game by placing all the cards on the table with numbers facing down. Have the children take turns calling out two cards to find the matching numbers. You turn the cards for the children. No naming of the number is required. The child who matches numbers may keep the cards until the end of the game. The child with the most cards at the end of the game is the winner.

Number Recognition

OBJECTIVE: Given a number name, the child will locate the number on a card containing various numbers.

MATERIALS: Number bingo cards, chips

PROCEDURE: Play "number bingo." Call out the number selected from the deck of small cards. After the child has searched for the number on his/her card, show the small card to the group.

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A SUMMARY OF THE TOPICS AND SKILLS PRESENTED IN THE KINDERGARTEN INSTRUCTIONAL PROGRAM

The topics and skills presented in this summary are those which form the basis for the instructional program for the typical students at this grade level. Due to individual differences in student achievement, some students may not cover all topics and skills designated for a specific grade level while others may go beyond those stated for that grade level.

Reading Readiness

SKILLS:
- Recognizing own name in print
- Identifying shapes and colors
- Recognizing and reproducing patterns (e.g., with beads, shapes, letters)
- Grouping objects which are alike in some way (e.g., color, size, use)
- Identifying objects which are different from others in a group
- Selecting and looking at books
- Identifying likenesses and differences in letters and words
- Identifying differences in sounds (e.g., words that begin alike, words that rhyme)
- Associating some letters with their corresponding sounds

Mathematics

SKILLS:
- Comparing objects
- Comparing objects by number
- Preparing for addition and subtraction
- Identifying ordinal numbers
- Learning to count 0-10
- Identifying geometric shapes
- Recognizing halves
- Using pennies, nickels, and dimes to study money

A SUMMARY OF THE TOPICS AND SKILLS PRESENTED IN THE KINDERGARTEN INSTRUCTIONAL PROGRAM (Continued)

Science

TOPICS: Force and motion
Changes in matter
Comparing living things

SKILLS: Observing
Manipulating
Identifying

Music

TOPICS: Rhythm: beat, tempo, accent, beat groupings, quarter and eighth notes
Melody: high-low, melodic contour, intervals

SKILLS: Perceiving features of melody and rhythm
Moving to music
Singing
Playing instruments

Language Arts

SKILLS: Listening and following directions given in one-to-one situations
Following directions given in group situation
Recognizing these directional concepts: on-in, over-under, beside-behind, inside-outside, first-last
Listening to a story, friend, or topic of interest
Recalling events, experiences, or information
Using correct names for everyday objects
Communicating clearly (using appropriate words and a variety of sentence structures)
Asking questions
Expressing ideas and experiences
Creating a story from pictures and/or experience
Printing own name from memory

Social Studies

MAJOR TOPIC: Learning with others

--How to play and work with others
--Our unique characteristics
--How to help ourselves

A SUMMARY OF THE TOPICS AND SKILLS PRESENTED IN THE KINDERGARTEN INSTRUCTIONAL PROGRAM (Continued)

Social Studies (Continued)

SKILLS:
Obtaining facts from pictures
Obtaining information from resource persons
Working in groups

Physical Education

TOPICS:
Basic manipulative and motor-movement skills
Games
Stunts and tumbling
Rhythms/dance

SKILLS:
Catching
Throwing
Bouncing
Rolling
Walking
Hopping
Skipping
Jumping
Leaping
Sliding
Galloping
Balancing

Body movements in place, such as: stretching and bending

Art

TOPICS: Introduction to elements of design (e.g., line, shape, form) in activities, such as: constructing, drawing and sketching, modeling and carving, painting and stenciling, sculpting, weaving, and stitchery.

SKILLS:
Measuring, cutting, shaping, and gluing into form using paper and cardboard
Forming designs with clay
Applying paint to paper, cardboard, and cloth
Using finger and powder paints
Using paper and string in design activities

Health Education

SKILLS:
Describing a cooperative family unit
Identifying beneficial foods and medicines
Comparing the growth of living things
Identifying good health habits
Stating good safety habits
Identifying a healthful environment

BULLETIN

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

A-11-84
Originators Serial No.

August 12, 1983
Date

Pupil Accounting and School Boundaries
Originating Office

June 30, 1984
Cancellation Date

TO: ALL ELEMENTARY SCHOOL PRINCIPALS

FROM: ASSISTANT SUPERINTENDENT FOR ADMINISTRATION AND PERSONNEL

SUBJECT: LEGAL AGE OF ADMISSION TO FIRST GRADE AND KINDERGARTEN

1. PURPOSE: To provide information regarding the legal age of admission to first grade and kindergarten in Prince George's County Public Schools.

2. INFORMATION: Education Article, Section 7-101, Annotated Code of Maryland (1957 Volume and 1981 Supplement) Bylaw 13A.08.01.01 (A,B,C, respectively), and Board of Education Policy No. 5111 reads as follows:

"A. First Grade. Every child admitted to the first grade in public elementary school in a Maryland county shall be at least 6 years old on or before December 31 of the year in which he applies for entrance. A local board of education may adopt a regulation permitting a 5-year-old child, upon request of the parent, to be admitted to the first grade if the local superintendent or his designee determines that the child has demonstrated capabilities warranting early admission."

"B. Definition. For the purposes of clarity, the phrase 'between 6 and 16 years old' means from the 6th to the 16th birthdays."

"C. Kindergarten. Every child admitted to the kindergarten program in the public schools of the State shall be at least 5 years old on or before December 31 of the year in which he applies for entrance."

A ruling from the Attorney General's Office to the State Superintendent of Schools states that "legally a child attains a certain age on the day prior to his birthday." A child born on January 1, legally becomes one year of age on the following December 31. In accordance with this reasoning, the Attorney General's Office has ruled that a child whose sixth birthday is on January 1, would be allowed to enter first grade, and that a child whose fifth birthday falls on January 1, would be accepted in kindergarten.

The policy of the PRINCE GEORGE'S COUNTY BOARD OF EDUCATION does not permit early admissions. However, on December 17, 1981, the BOARD OF EDUCATION adopted a resolution which allows extremely talented kindergarten students to become integrated into the first grade, provided all the identification procedures indicate that first grade is the most appropriate placement for the student. The procedures are targeted for those students who are recommended by the school staff as having the ability, the achievement, and maturity to succeed in the first grade. (Refer to BULLETIN NO. I-196-82, dated May 3, 1982)

2. INFORMATION (Continued)

School personnel are still directed to scrutinize closely birth certificates, or other proof of age, provided by the parents, for students entering kindergarten and first grade.

3. DISPOSITION OF THIS BULLETIN: This BULLETIN should be retained for further reference until JUNE 30, 1984.

Edward M Felegy

Edward M. Felegy
Assistant Superintendent for
Administration and Personnel

DISTRIBUTION:

List 1, 2 and 11

BULLETIN

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

I-31-84
Originators Serial No.

August 29, 1983
Date

Assistant Superintendent for Instruction and Pupil Services
Originating Office

June 30, 1984
Cancellation Date

To: All Elementary Principals

From: Assistant Superintendent for Instruction and Pupil Services

Subject: Kindergarten Snack Fee

1. PURPOSE: To provide information on subject.

2. INFORMATION: The Kindergarten Snack Program for elementary schools will continue to be an optional program this year due to the diverse starting times for individual schools. Principals should determine in consultation with their kindergarten teachers and a representative parent group whether or not to have this program. Consideration should be given to the normal time for breakfast (or lunch), the arrival time at schools, the departing time and arrival time at home.

   The price of milk is twenty five cents per carton. This amounts to $23.50 for the Fall Semester (94 days x $.25), and $22.00 for the Spring Semester (88 days x $.25) if a full carton of milk is used by each child. If graham crackers or cookies are provided, the cost of these must be added to the amount charged. In an effort to avoid waste and decrease the cost to parents, milk and paper cups may be purchased from the school cafeteria and the half-pint of milk shared by two children. If this procedure is followed, the total amount charged should be adjusted.

   In an effort to promote good nutritional habits among our kindergarten pupils and to comply with the intent of the Board of Education policy concerning providing nutritious foods, only milk or a nutritious fruit juice should be served. The purchase and serving of a "Kool-Aid" type of beverage or other canned, less nutritious drinks should be avoided. Also, every effort should be made to provide wholesome and nutritious snack-type food items such as graham crackers or nutritious cookies.

   The Kindergarten Snack Fee is to be collected as a separate fee on a semester basis and used only for that purpose. Children who transfer from one school to another within the county during the school year should not be charged twice for the same period of time. Appropriate arrangements should be made between the sending and receiving schools.

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3. FILING INSTRUCTIONS: This Bulletin may be discarded after June 30, 1984.

Louise F. Waynant

Louise F. Waynant
Assistant Superintendent for
Instruction and Pupil Services

Distribution Lists: 1, 2, and 11

BULLETIN

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

I-196-82
Originators Serial No.
May 3, 1982
Date
Assistant Superintendent for Instruction & Pupil Services
Originating Office
Retain for reference
Cancellation Date

To: All Elementary Principals

From: Assistant Superintendent for Instruction & Pupil Services

Subject: Procedures For Early Entrance Into First Grade

1. PURPOSE: To disseminate information concerning standardized procedures for early entrance into first grade.

2. INFORMATION: The Board of Education adopted a resolution which allows extremely talented kindergarten students to become integrated into the first grade, provided all the identification procedures indicate that first grade is the most appropriate placement for the student. These procedures are targeted for those students who are recommended by the school staff as having the ability, the achievement, and maturity to succeed in the first grade.

   Please be certain to cover these procedures with all kindergarten teachers and members of the School Instructional Team (SIT).

   Requests for the standardized school ability test should be made to Dr. Elwood Loh's office via the generalist supervisor.

   Questions concerning these procedures should be directed to this office (952-4161).

3. FILING INSTRUCTIONS: Retain for future reference.

Robert J. Shockley

Robert J. Shockley
Assistant Superintendent for
Instruction & Pupil Services

Distribution:
Lists #1, 2, & 11

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ADMINISTRATIVE PROCEDURES

EARLY ENTRANCE INTO FIRST GRADE

5111.11
Procedure No.

September 1, 1982
Date

I. PURPOSE: To provide a standardized procedure for a student's early entrance into first grade.

II. POLICY: By resolution on December 7, 1981, the Board of Education adopted procedures which will allow extremely talented kindergarten students to become integrated into the first grade, after identification has been completed.

III. PROCEDURES FOR EARLY ENTRANCE INTO FIRST GRADE:

A. All children who are eligible for enrollment in kindergarten by virtue of age, may be enrolled in kindergarten. Kindergarten students may be nominated by a parent/guardian, teacher, or principal for early admission to first grade.

B. Kindergarten students who are nominated for early admission will be observed during the first few weeks of school, and the observation checklist (attachment III) will be completed. During this period of observation, parents/guardians will be invited to visit their child's classroom.

C. At the end of the observation period the child will be reviewed by the School Instructional Team (SIT), with the addition of the kindergarten and first grade teacher and a helping teacher. If the child's performance level is high enough to warrant additional screening and if the parent/guardian gives consent, a School Ability Test will be administered to the child.

D. Students whose school ability score is 130 (or higher) and who meet all of the other requirements (observation, achievement, observation checklist) may be recommended for early admission to grade one by the School Instructional Team.

E. After studying the recommendation, the principal will inform the parent of one of the following:

1. The child is recommended to remain in kindergarten or,
2. The child is recommended to have both kindergarten and appropriate first grade experience or,
3. The child is recommended for placement in first grade

III. PROCEDURES FOR EARLY ENTRANCE INTO FIRST GRADE: (continued)

The cognitive, social and physical development of each child who is accelerated to the first grade will be reviewed. After consultation with the parent/guardian, any child who is judged to be misplaced may be reassigned to the kindergarten program and given those first grade experiences which are appropriate.

The following documents are to be used in implementing this procedure:

Attachment 1 - Report on Early Admission to First Grade

Attachment 2 - Procedure for Early Admission to First Grade

Attachment 3 - Observation Checklist

IV. RELATED PROCEDURES: Administrative Procedure 5111.1, Admission to Kindergarten and First Grade.

V. MAINTENANCE AND UPDATE OF THESE PROCEDURES: These procedures originated with the Division of Instruction and Pupil Services and regular updating will be accomplished by that office as necessary. Questions should be directed to the office of the Assistant Superintendent for Instruction and Pupil Services.

VI. SUPERSEDURES AND CANCELLATIONS: None.

VII. EFFECTIVE DATE: These procedures are effective as of September 1982

Edward J. Feeney
Superintendent of Schools

DISTRIBUTION:

506 Administrative Handbooks

Attachme[illegible]I AP 5111.11

REPORT ON EARLY ADMITTANCE TO FIRST GRADE

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Student	Student Number	Birth Date	Date

School	Previous School Experience

INITIAL SCREENING
Date
Outcome

→

OBSERVATION CHECKLIST
(3-4 weeks)
Date
Outcome

→

SCHOOL INSTRUCTIONAL TEAM INITIAL RECOMMENDATION
Date
Outcome

→

PARENT CONFERENCE
Date
Outcome

→

STANDARDIZED SCHOOL ABILITY TEST
Date
Outcome

→

SIT RECOMMENDATION
Date

→

PRINCIPAL'S ACTION
Date
Outcome

Comments: ______________________________

PROCEDURES FOR
EARLY ADMISSION TO FIRST GRADE

A student may be identified as a candidate for consideration for early admission to first grade at the spring registration, the initial screening period, or the observation period. All students must be placed, initially, in kindergarten for the observation period.

1. SPRING REGISTRATION
   - a. Parent may express the desire to have child accelerated during teacher conference or on registration form.
   - b. Principal will initiate a conference with parent(s).
   - c. Child is placed in kindergarten.

2. INITIAL SCREENING
   - a. Parent may express desire to have child accelerated.
   - b. Principal will initiate a conference with parent(s).
   - c. Child is placed in kindergarten.

3. OBSERVATION PERIOD
   (Minimum of 3-4 weeks)
   - a. Recommendations may come from parent, guardian, teacher or principal.
   - b. Observation Checklist is completed.
   - c. Parent(s) are invited to visit the classroom.
   - d. Pre-kindergarten school experiences are studied.
   - e. School Instructional Team (SIT), including teachers of kindergarten and first grade, and generalist supervisor, meet.
   - f. Parent conference is held.
   - g. Standardized school ability test is administered.
   - h. Established School Instructional Team (SIT) makes a recommendation to the principal.
   - i. Principal renders a decision.

4. PLACEMENT

   Student placement will be one of the following:
   - a. Remain in kindergarten or,
   - b. Have both kindergarten and first grade experiences, during the regular kindergarten half-day
   - c. Be placed in the first grade

Attachment III AP 5111.11

OBSERVATION CHECKLIST

READING

___ Reads at or above a 1' level, as measured by materials approved and in use in the Prince George's County Public Schools
___ Comprehends at literal, interpretive and critical thinking levels
___ Has developed a word attack strategy
___ Has developed a sight vocabulary at a 1' level
___ Categorizes words, objects and events appropriately

WRITING

___ Forms letters accurately
___ Can do near and far point copying
___ Is comfortable with paper-pencil activities

MATHEMATICS

___ Forms numerals accurately
___ Identifies number names to 100
___ Has mastered skills on the Mathematics Skills Checklist - Kindergarten

ORAL LANGUAGE AND LISTENING SKILLS

___ Expresses ideas clearly
___ Summarizes events and stories accurately and in appropriate sequence
___ Can follow two and three step directions without difficulty
___ Participates effectively in group discussions

WORK HABITS

___ Works independently
___ Works effectively in small and large group situations
___ Has attention span equal to or exceeding 15 minutes

PHYSICAL DEVELOPMENT

___ Is able to participate in a full school day

SOCIAL DEVELOPMENT

___ Interacts well with peers
___ Interacts well with six-year olds
___ Demonstrates an appropriate level of emotional maturity

Is is recommended that all items be checked when a student is considered for placement in grade one. When all items are not checked, the team should review the students' checklist profile, and determine if the profile is adequate to support recommendation for Grade 1 placement.

BULLETIN

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

I-148-79
Originators Serial No.

March 1, 1979
Date

Instructional Services
Originating Office

June 30, 1979
Cancellation Date

TO: All Principals
All Science Teachers

FROM: Assistant Superintendent for Instruction and Pupil Services

SUBJECT: Guidelines for Animals in the Classroom

1. PURPOSE: To provide guidelines for using animals in classrooms.

2. INFORMATION: Because youngsters have a natural curiosity, they are fascinated by living things. Having animals in the classroom can provide learning experiences that are both pleasant and instructive. If teachers wish to use animals, they should select animals that are appropriate to their instructional needs and are practical to maintain. It is not the number of animals in the classroom that is important, but the educational use that is made of them.

Part A - Animals Prohibited**

Because some animals present a high risk of infection and/or injury to humans, the animals listed below are prohibited in the classroom or laboratories of the Prince George's County Public Schools.*

1. Any venomous (poisonous) animal. This includes but is not limited to:
    - a. rattlesnakes
    - b. copperheads
    - c. water moccasins
    - d. coral snakes
    - e. gila monsters
    - f. black widow spiders
    - g. brown recluse spiders
    - h. bees, wasps, or hornets
    - i. scorpions
2. Any wild animal species that present a high risk of carrying rabies and causing injury. These include but are not limited to:
    - a. bats
    - b. skunks
    - c. raccoons
    - d. foxes
    - e. minks, weasels, ferrets
    - f. opossum
    - g. unowned or unvaccinated dogs or cats

* With the approval of the Supervisor of Science and the Supervisor of Environmental Education, exceptions to these procedures may be made for the William Schmidt Center and the Howard B. Owens Science Center.

**The use of the word "animal" in these guidelines refers primarily to members of the phyla Chordata and Arthropoda.

3. Because of the capability of inflicting severe injury and of carrying a wide variety of simian viruses, any specie of sub-human primate including but not limited to apes, monkeys, marmosets, and lemurs.

4. Any turtle under 4 inches in length, because of the possibility of Salmonella infection. (Maryland State Law)

5. Any wild rodent including but not limited to ground squirrels, mice, rats, chipmunks, groundhogs, moles and shrews, because of the possibility of carrying fleas and ticks which may transmit serious bacterial or rickettsial infections.

6. Any wild (non domestic) rabbit or hare because of the possibility of transmitting the bacterial disease Tularemia (rabbit fever) to humans.

7. Any animal which causes an allergic (i.e. skin or respiratory) reaction to a student assigned to that classroom. (Check with school nurse)

Part B - Responsibility For Animal Care

For using animals not included on the previous list, it is the responsibility of the teacher to seek the approval of the principal prior to bringing animals into the classroom. Listed below are questions which the principal should resolve with the teacher prior to housing any animal in the school.

1. What are the instructional purposes for having this animal in the classroom?

2. How long will the animal be housed in the building?

3. Does the teacher know how to properly handle, feed, water and provide for sanitary quarters?

4. Is there a secured (locked, latched, etc.) cage for the animal?

5. Does the dog or cat have a current rabies vaccination?

6. Are the daytime and nighttime classroom temperatures satisfactory for the animal?

7. Can the animal be cared for on weekends?

8. What plan of care is there in the event the teacher is absent or there is an emergency school closing?

9. Has the teacher planned for the care of the animal during the extended holidays and three-day weekends?

10. Is the animal cage or empty aquaria constructed of quarter inch or less mesh to prevent the insertions of fingers?

11. What will be done with the animal when it is removed from the classroom?

12. Is the animal obtained from a domestic source such as a qualified animal distributor or pet shop?

13. Is the animal certified by the vendor as "LCM Free"? LCM (lymphocytic choriomeningitis) is an uncommon but potentially serious viral disease transmitted to humans from infected guinea pigs, hamsters, and mice.

Part C - Common Sense Precautions When Caring For Animals

1. Wash hands and exposed areas with hot water and soap immediately after handling or feeding animals and after cleaning cages.
2. Avoid hand-to-mouth contact when handling animals or cages.
3. Clean and disinfect (Lysol, for example) cages as the kind of animal requires to insure dry and odor-free cages.
4. Dipose of feces and bedding in sanitary manner (flush into toilet, or seal in plastic bag and place in a dumpster for removal to sanitary landfill).
5. Do not place animals, animal feed, or cages in areas where food is stored, prepared, or consumed.
6. Report any bite, scratch, or equipment-inflicted injury of a student to the school nurse or principal at once.
7. Leather gloves are recommended when handling animals to prevent bites or scratches.

For specific information on the care of animals refer to:

A Sourcebook for Elementary Science, Hone, Joseph, & Victor. 1971. Harcourt, Brace, Jovanovich

A Sourcebook for the Biological Sciences, Morholt, Brandwein, Joseph. 1966. Harcourt, Brace, Jovanovich

"Care of the Common Laboratory Animal" Page 85, Biology Curriculum Guide, Prince George's County Public Schools, 1975.

"How To Care For Living Things In The Classroom", Grace K. Pratt-Butler, National Science Teachers Association, 1742 Connecticut Avenue, N.W. Washington, D. C. 20009. $1.40

3. FILING INSTRUCTIONS: Include as Appendix P in your copy of the Science Safety Manual. If you have no Science Safety Manual, retain for your files.

Robert J. Shockley

Robert J. Shockley
Assistant Superintendent for
Instruction and Pupil Services

DISTRIBUTION:

Lists #1, 2, 3, 4, 5, 6, and 10
512

853

ADMINISTRATIVE
PROCEDURES
6153

Prince George's County
Public Schools

Field Trips

Prince George's County Public Schools
Upper Marlboro, Maryland 20772

Dr. Edward J. Feeney, Superintendent

I. Purpose:

To provide information to administrators and teachers for implementing the Board Policy on field trips.

II. Policy:

A. The Board of Education recognizes field trips as an integral part of the instructional program. The purpose of a field trip is to provide educational experiences, related to a student's study, which are beyond the immediate school environment. In addition, field experiences offer extended opportunities for students to practice self-control, self-discipline, consideration for other people, and learning to make positive personal adjustments in a variety of new group situations. The Board of Education recognizes its responsibility to meet the individual needs of students and for this reason out-of-class experiences should be considered for individuals as well as for groups of students. (Policy #6153)

B. In addition, as the Board of Education recognizes that musical groups may, from time to time, be required to perform at a location other than the musical group's home school, all trips taken from the home school shall be deemed to be **Field Trips** and, in addition to required compliance with Administrative Procedure 6124.1, such trips of musical groups shall be governed by this Administrative Procedure 6153.

Exceptions: The above policy is not applicable to any of the following activities:

A. Participation in a continuing program or continuing activity which requires the student to regularly be absent for a specified portion of certain school days for the minimum of one grading period, or longer, and for which written parental permission had been obtained prior to the commencement of such continuing program or continuing activity. (Example: work-study programs, independent study programs, concurrent study programs, vocational-technical training programs, peer and/or cross-age tutorial programs, TAG programs, Student Government participation)

B. Walk-athons, bike-athons or similar programs where the student's participation is affiliated with the public school and where the scheduled activity does not interfere with the regularly-scheduled school day. The sole purpose of the activity must be the raising of funds for a recognized charitable cause previously approved by the principal.

C. Parades or marches scheduled as part of a school's annual homecoming activity.

D. Any other off-campus exposure previously approved by the principal where no more than five (5) students are involved at any time in such exposure and the students are under the constant and continuing supervision of a certificated professional person or the parents of such students had given express prior written permission for such participation irrespective the existence of supervision. (It's Academic Team)

E. Board of Education authorized trips, irrespective of length of the Schmidt Outdoor Education Center, Ferguson Farm, Camp Pecometh, Howard B. Owens Science Center, or the like, if prior written parental approval has been obtained.

F. Off-campus Commencement Exercises, off-campus proms, participation in Board of Education sponsored orchestras, choirs or chorus, as well as participation in Board of Education sponsored Music Festivals.

G. Any other activity involving students and/or certificated professional personnel where such activity:

1. Does not interfere with any regularly-scheduled school day.
2. Had not been planned during the regularly-scheduled school day.
3. If the outgrowth of an extracurricular group or organization was not planned during a meeting of said group in the school of such group or organization.
4. Was not advertised by means of handbills, posters, or announcements in the school.
5. Required no collection of funds in the school from the students anticipated to participate in same.
6. Is not in any manner identified by name with either the public school or component in which the students are in attendance or possess membership.

III. Background:

There is a need to have uniform procedures for schools to following in arranging field trips for students to insure their safety and welfare and to insure the educational value of these experiences. These procedures apply to all class and student organization activities away from the school building.

IV. Definitions:

A. Field Trip — Any activity or excursion away from the school building taken by groups of students as a class or part of a class or as a student organization, under sponsorship of the school and under the guidance and supervision of professional staff members on school days and/or non-school days.

B. Sponsoring Teacher — That certificated professional member of the school staff who is directly responsible for the planning of a trip.

1. The Head Coach or leader of any athletic team or group, the Director of any band, choir or other musical group shall, for purposes of these rules and procedures be deemed to be a "sponsoring teacher."
2. No field trip, as above defined, shall be scheduled to have more than one sponsoring teacher.

C. Chaperone — That responsible adult, member of the professional staff or a citizen in the school community who agrees to participate with the sponsoring teacher in any field trip.

V. Chaperone/Student Ratio:

A. The minimum ratio of chaperone to student cannot be less than one chaperone (sponsoring teacher included) for every fifteen (15) students for elementary schools, one chaperone for every twenty (20) students for middle schools and one chaperone for every twenty-five (25) students in high schools. Excepting the case of field trips involving musical groups or individual classes having an enrollment in excess of thirty (30) students, for which specific provision is made in paragraph B hereafter, at least one-half of the required number of chaperones must be employed by the Board of Education of Prince George's County as certificated professional personnel and excepting the case of elementary schools, male and female chaperone teachers must be of a ratio reasonably consistent with the ratio of student participants anticipated. In the case of a field trip solely involving kindergarten students and which field trip is not scheduled for a period of time beyond the normal close of a school day of the public school wherein such kindergarten students are in attendance, both kindergarten sessions assigned to a particular kindergarten teacher may participate in a field trip wherein said kindergarten teacher is the sole certificated professional person provided that there be a ratio of one parent of a kindergarten student fro every six kindergarten students participating on such field trip.

B. In the case of musical groups or individual classes having an enrollment in excess of thirty (30) students, the principal may waive, in writing the requirement that at least one-half of the required number of chaperones must be employed by the Board of

Education of Prince George's County as certificated professional personnel as chaperones in attendance on any field trips, provided that the chaperone/student ratio as set forth in paragraph A hereabove will still be maintained.

VI. Field Trip Limitations:

A. Excepting the case of elementary schools where field trips may be scheduled with such frequency as is approved by the principal, no sponsoring teacher may sponsor more than one field trip per semester, unless the express purpose of such trip is to permit the performance or the assumption of civic services by the student group on whose behalf said trip was planned. The principal must determine that the frequency of any trips not have a deleterious effect upon the otherwise-scheduled educational process of either the student participants or those non-participating students whose regularly-assigned teachers are scheduled to be in attendance on said trip.

B. No field trip may be planned for or permitted to proceed to an area where either the sponsoring teacher or school principal has knowledge of or reason to believe that the environment of the locale to which such field trip is to proceed is or had, within a ninety (90) day period preceding the contemplated date of said field trip, experienced civil strife or similar type of disturbance that may create hazards to the participants. Principals considering a field trip to an area that has experienced some form of civil strife or similar type of disturbance must obtain the permission of the Assistant Superintendent of Instruction and Pupil Services.

C. Participation in any field trip may not be mandated by a sponsoring teacher and no student shall be penalized for his/her failure to participate in said trip, irrespective of cause, unless participation in field trips or at scheduled performances is a condition precedent to team performance, group membership, or enrollment in the program and the student's absence is not excused according to the Board of Education Policy on excused absences.

1. The sponsoring teacher shall have the primary responsibility of arranging suitable programs for such students as do not participate in the field trip but whose class or classes would be cancelled by virture of the sponsoring teacher and/or chaperone being in attendance on said field trip.
2. Any student not participating on a field trip is still expected to attend school during such time as the field trip is in progress unless said student has an excused absence in accordance with Board of Education Policy.

D. Except for participation in an athletic event previously scheduled or approved by the Supervisor of Interscholastic Athletics, no trip may be taken as an extension of any regular or extracurricular activity where said activity requires participation by the student in a sport or experience known or reasonably known to the principal to create the potential or injuries to persons not expecially trained therefor nor skilled therein.

E. No field trip may be taken to a destination, or upon a means of transportation, where the sale of liquor, the existence of gambling or any activity declared illegal pursuant to the laws of the State of Maryland is a principal or significant component of the operation of or on the situs of the trip unless the Superintendent of Schools has conclusively satisfied himself that the student participants will, under no reasonable or forseeable circumstances, be given the opportunity to engage in said aforementioned activities.

F. The cost of the trip per student may not exceed the sum of money which the sponsoring teacher, in review with the principal, shall reasonably anticipate to be an amount of money that can be paid by all of the students anticipated to participate in said field trip or, alternatively, that provisions are made in the pricing of said trip for the inclusion at lesser or no cost of such students, who, though eligible for participation are, nevertheless, prevented in such participation for reasons of inability to pay.

VII. Field Trip Procedures:

A. No sponsoring teacher may plan any trip without first having obtained the prior written approval from his/her school principal.

B. The sponsoring teacher shall furnish the principal no later than seven (7) calendar days preceding the date of departure of any trip with the names of the chaperones scheduled to participate in said trip.

1. The sponsoring teacher shall furnish the principal with a list of scheduled student participants no later than seven (7) calendar days preceding the date of departure upon the presentation of which list the trip shall be deemed to be "closed" to any other students for whom a "standby" list may, however, be established, from which standby list participants may be chosen in the place and stead of other students giving notification of cancellation within said seven (7) calendar day period.
2. Under no circumstances may a sponsoring teacher accept a deposit of funds from more participants in a trip than said sponsoring teacher has space allocations on the carrier chosen to transport the participants on the trip.
3. All space allocations must be confirmed, in writing, to the sponsoring teacher at least five (5) calendar days prior to the scheduled departure date of said trip.

C. The price of any field trip shall be restricted to the actual costs of said field trip. Any student having previously paid for the costs of his or her participation on said field trip and unable to proceed on same, irrespective of cause, shall not be entitled to a refund of monies previously paid unless a student "standby" is prepared to go in his or her place and stead, unless the sponsoring teacher determines that the issuance of a refund will not cause an increased expense to the remaining student partipants.

No student standby may be permitted to proceed on a field trip unless such student pays the per-pupil allocated cost of said trip.

D. No trip shall be permitted to proceed under any circumstances if the ratio of chaperones to students at the time of the commencement of said trip deviates by more than ten (10%) per cent of the minimum ratio set forth hereabove in Section V.

E. No trip may be planned for a destination beyond the boundaries of Prince George's County and the District of Columbia without the sponsoring teacher first having obtained the prior permission of the Assistant Superintendent of Instruction and Pupil Services in addition to the initial permission of the principal.

F. No trip may be taken to include an overnight period unless, in addition to be above:

1. The trip's principal function can be proven to be a supplement or an extension of a specific course of study, taught by the sponsoring teacher, and in which the potential student participants are enrolled.
2. The trip is undertaken for purposes of permitting the participation by students in a tournament, exhibition or any other type of setting where the performance by such group of students is the principal purpose of the trip.
3. The trip is undertaken to an installation which such installation has, as part of its regular program, made provisions for the inspection of its facilities by public school students and their participation in specific educational programs provided by such institution as part of its regularly-scheduled practices.

4. The place of overnight lodging, if not the dormitory facilities of another educational institution or the homes of parents of students of other jurisdictions as in the case of a student exchange trip, but a commercial enterprise charging a fee for such overnight lodging, must have a minimum rating of one "diamond" or better on the listing annually published by the American Automobile Association; hotels or motels being part of a nationally advertised franchise excluded from this provision if same are not rated by said American Automobile Association.
5. Both the sponsoring teacher and the school principal shall have in their possession a roster of all field trip participants. The roster must include the home telephone numbers of parents.
6. The sponsoring teacher shall have in his/her possession the Emergency Medical Treatment Authorization Form.
7. The sponsoring teacher shall have in his/her possession the home telephone numbers of all of the local school administrators.

G. No trip may be taken for two or more successive overnight periods unless, in addition to the above, the trip does not cause the student to miss more than two regularly scheduled school days.

VIII. Transportation:

A. Arrangements for transportation for any field trips within the Metropolitan Area of Washington, D.C. must be made by the local school. If the field trip participants are scheduled to go by bus, no commercial carrier may be contracted with unless the Director of Transportation of the Prince George's County Public Schools has clearly stated that no Prince George's County public school buses are available for such a trip.

B. If the total number of persons anticipated to go on a field trip is in excess of twenty-five (25), the sponsoring teacher, chaperones and student participants included, the transportation of all participants must be on a public school bus or a commercial carrier which, if a bus, must be a carrier whose name is on the approved list of transportation carriers as such list is maintained by the Director of Transportation.

C. If arrangements for a field trip beyond the Metropolitan Area of Washington, D.C. are made through the utilization of a travel agency, adherence must be given to the following procedures:

1. Brochures advertising the school sponsored activity are to be sent to the home of the public school student concerned who is being solicited to participate.
2. Such brochures shall clearly state on the face thereof:

"Travel arrangements for this trip are being
"handled by (Name of travel agency concerned)."

3. If the student cost is more than Twenty-Five ($25.00) Dollars, checks by parents should be made directly to the order of the travel agency handling such travel arrangements, and *not to the order of the school.*

IX. Financial Arrangements:

A. If any field trip is to be funded by Board of Education funds, in whole or in part, specifically including school bus transportation but not necessarily limited to same, the extent or scope of such field trips shall be properly identified in the Annual Budget of the Board of Education of Prince George's County.

1. All school principals shall be notified as early in the fiscal year as reasonable of the amount of budgeted funds available for such purposes.
2. The original notification to students and parents of the field trip is to include notice of the fact that said field trip is funded, in whole or in part, through budgeted funds of the Board of Education of Prince George's County.

B. If any field trip is to be funded by local school originating funds, in whole or in part, information to that effect must be included in the original notice to students and parents advising same of this fact.

C. There shall be no solicitation by individual students, chaperones or community supporters of the field trip of funds for the purpose of subsidizing the cost of any field trip, irrespective the fact that such solicitation is conducted in the name of the school, a school-affiliated organization or the community itself, unless there is adherence to the following procedures:

1. The sponsoring teacher shall, simultaneous to the time that approval for said field trip is being sought from the school principal and/or Assistant Superintendent for Instruction and Pupil Services, as hereabove requied, advise said principal of the fact that solicitation of funds may be needed for the purpose of subsidizing the field trip.
   a. A justification for fund solicitation, which justification shall be based solely upon the student group or organization contemplating said field trip having first been formally invited, in writing, by an international, national or regional sponsor or tournament committee to participate in a recognized competition, tournament or performance, and the sole purpose of which competition, tournament or performance by similar groups is the convening of said international, national or regional competition, tournament or performance.
   b. Such advice shall consist of the anticipated goal of funds to be collected and the manner in which the solicitations are to take place.
   c. The principal, upon reviewing the justification aforesaid and approving the recommendation of the sponsoring teacher, shall obtain the prior written approval from the Assistant Superintendent for Instruction and Pupil Services, which written approval from the Assistant Superintendent for Instruction and Pupil Services must be issued prior to the commencement of any solicitation.
   d. The Assistant Superintendent for Instruction and Pupil Services may further authorize fund-raising by a performing group for purposes of permitting said group to perform at a parade, half-time activity of a university or Bowl or at any other place of exhibition if in his opinion the group's performance would be representative of the quality of educational opportunities made available by the Public School System of Prince George's County and, accordingly, determine that such performance would enhance a system-wide benefit. No more than one off-campus fund-raising campaign, not to exceed thirty (30) days in length, may be scheduled in any one school year for the above purpose.
   e. Under no circumstances may the manner of solicitation be through the means of raffles, lotteries or other similar type of games or opportunities of chance where prizes may be awarded as a result of the donation.

X. Insurance:

No overnight field trip may be scheduled beyond the Metropolitan Area of Washington, D.C. unless a group accident/travel insurance policy is obtained by the sponsoring teacher or the travel agency arranging for said field trip, which said insurance coverage is to include all trip participants, cover the anticipated field trip period and be a part of the prior stated per-pupil cost of the field trip.

XI. Trips Outside The Continental United States:

A. Any person contemplating a field trip outside the Continental

United States must first obtain all necessary approvals as set forth hereafter before causing the distribution of any flyers or other similar advertisements announcing same or collecting any funds therefor

B. No contract with any tour operator, airline, railroad, or other transportation carrier, hotel, motel, or other place of lodging may be signed until all necessary approvals as set forth hereafter have been obtained

C. Nothing in paragraphs A and B hereabove is to be construed as preventing the prospective sponsor of such a field trip from:

1. Having no more than one meeting with students to ascertain student interest.
2. Making inquiries among appropriate tour operators, transporters, and hotel/motel companies to ascertain approximate costs.

D. No field trip to an area beyond the Continental limits of the United States may be planned until approvals from all of the following have been obtained:

1. Principal.
2. Area Assistant Superintendent.
3. Assistant Superintendent for Instruction and Pupil Services.
4. Superintendent of Schools:
    a. The Superintendent of Schools' approval shall be in writing.
    b. The Superintendent of Schools may impose such additional guidelines and/or constraints on travel arrangements as he, in his judgement, may deem to be appropriate for the stated purpose of the trip.

E. No field trip outside the continental limits of the United States may be planned to commence for a period less than sixty (60) days accruing from the date that permission is sought from the Superintendent of Schools and the contemplated date of departure.

F. All field trips contemplated for travel beyond the continental limits of the United States are subject to cancellation by the Superintendent of Schools at any time prior to the scheduled departure of said field trip if, in the opinion of the Superintendent of Schools, the destination of travel at the time of said field trip is to an area known to the Superintendent of Schools to be experiencing or in danger of civil strife or the like. All original notifications to students and/or parents of said field trip shall specifically included, in **BOLD PRINT OR TYPE,** This provision XI F, which said notification is to further advise the students and/or parents that in the event of any such cancellation for reasons as aforesaid, the Board of Education of Prince George's County shall assume no responsibility or liability for the failure of any travel agency or other source having assumed the responsibility of making travel arrangements, failing to issue refunds, in whole or in part, to the students originally anticipated to participate in said field trip.

XII. Permission Slips:

A. No student may participate on a field trip unless a Permission Slip, duly-approved in writing by the parent, has been received by the sponsoring teacher and delivered to the school principal prior to the scheduled date of departure of said trip for safekeeping in the school.

All Permission Slips shall be retained in the school for a minimum period of six (6) months accruing from the date of said trip unless a trip participant incurred an injury or a claim for damages arising from an alleged act of negligence, resulting from any of the operations of said trip, was filed by a participant or his or her adult parent, and the existance of such injury or claim is known to the principal, in which event, such Permission Slips shall be retained until formally ordered discarded by the Superintendent of Schools.

B. No student may participate in a field trip unless, in addition to the Permission Slip as above, the Emergency Medical Treatment Authorization Form, duly signed by the parent, has been received by the sponsoring teacher.

C. All Permission Slips relating to field trip travel shall be in the form applicable to said field trip, as herewith attached.

1. Form "X" — day trip.
2. Form "Y" — overnight trip.
3. Form "Z" — trip beyond continental limits of United States.

D. All Emergency Medical Treatment Authorization Forms relating to field trip travel shall be in the format as herewith attached.

XIII. Related Procedures:

See Board of Education Policy, Musical Group Performances, #6124.1 and Policy #5135, School-Based Fund Raising.

XIV. Maintenance And Update Of This Procedure:

These procedures originate with the Division of Instruction and Pupil Services which is responsible for their updating.

XV. Supersedures And Cancellations:

This supersedes Administrative Procedures #6153 dated July 2, 1979.

XVI. Effective Date:

These procedures become effective July 1, 1983.

Edward J. Feeney

EDWARD J. FEENEY
Superintendent of Schools

FORM "X" — DAY TRIP: All permission slips relating to field trip travel shall be the format as presented below. Items preceded by an asterisk * are for use when appropriate.

BOARD OF EDUCATION OF PRINCE GEORGE'S COUNTY

______________________________________ School

____

Date: ____________________, 19____

Dear Parent:

This is to inform you that the ____________________ class, M____. ______________ ______________________, sponsoring teacher, is planning a Field Trip to ______________ ____________________________ on ____________________, ____________________, 19______. The purpose of the trip is to ______________________________________ ______________________________________

Students intending to participate in said Field Trip are expected to assemble at the school at __________ ____ .M.

Transportation will be provided by (public school bus) (____________________, a commercial carrier) (____________________).

* Because of the departure and/or return time, you are responsible for transporting your child to and/or from school.

The cost to each participating student is $ ____________, which sum is to be paid as follows: $ __________, as a deposit, on or before ______________: and the remaining $ __________ on or before______________.

* Kindly make payments to the order of (______________________________) (______________________________ Travel Agency, which is handling all of the arrangements for this Field Trip).

* You should also be advised that this payment may be non-refundable if your son/daughter cancels the trip participation and no substitute student can be found to take and pay for said trip in his/her place.

* This Field Trip will be funded in part by (Board of Education) (______________________ ________ School) budget funds.

Please be furthermore informed that it is the policy of the Board of Education of Prince George's County that no student be denied the opportunity to participate in a Field Trip for reasons of inability to pay. Accordingly, if you are desirous of having your son/daughter participate in said Field Trip but are unable to pay therefore, please call me at your earliest opportunity.

Sincerely,

______________________ Principal

(Detach here and return with remittance, if required)

- -

(I) (We) hereby give permission for our son/daughter ______________________ to participate in the Field Trip scheduled for the ____________________ class, M____. ____________________, sponsoring teacher, to ______________________________, on ____________________, ______________, 19____.

(I) (We) hereby certify that the form to which this Permission Slip has been attached has been read by (me) (us).

Date: ____________________

Enclosed: $ ____________________ ______________________ Parent

FORM "Y" — OVERNIGHT TRIP: All permission slips relating to field trip travel shall be the format as presented below. Items preceded by an asterisk * are for use when appropriate.

BOARD OF EDUCATION OF PRINCE GEORGE'S COUNTY

____ School

____

Date: ____________________, 19____

Dear Parent:

This is to inform you that the ____________________ class, M____. ____________________, sponsoring teacher, is planning a Field Trip to ____________________ on ____________________, ____________________, 19______. The purpose of the trip is to ____

____

Students intending to participate in said Field Trip are expected to assemble at the school at ________ ____ .M. on said day. The scheduled return time is ________ ____ .M. on ________ ________, ____________, 19____.

Transportation will be provided by (public school bus) (____________________, a commercial carrier) (____________________).

* Because of the departure and/or return time, you are responsible for transporting your child to and/or from school.

The cost to each participating student is $ ____________, which sum is to be paid as follows: $ ________, as a deposit, on or before ____________: and the remaining $ ________ on or before ____________.

* Kindly make payments to the order of (________________________________) (________________________________ Travel Agency, which is handling all of the arrangements for this Field Trip).

* You should also be advised that this payment may be non-refundable if your son/daughter cancels the trip participation and no substitute student can be found to take and pay for said trip in his/her place.

* This Field Trip will be funded in part by (Board of Education) (____________________ ______ School) budgeted funds.

Please be furthermore informed that it is the policy of the Board of Education of Prince George's County that no student be denied the opportunity to participate in a Field Trip for reasons of inability to pay. Accordingly, if you are desirous of having your son/daughter participate in said Field Trip but are unable to pay therefore, please call me at your earliest opportunity.

* As this is an overnight Field Trip, you should be advised that the above-quoted costs include the premium for a travel/accident policy which will be issued for each participant as part of a Group Accident policy by the ____________________ Company; said policy to be in force for the entire time of the scheduled Field Trip activity.

Related information, requirements and agenda are attached to this permission form.

Sincerely,

____________________ Principal

(Detach here and return with remittance, if required)

- -

(I) (We) hereby give permission for our son/daughter ____________________ to participate in the Field Trip scheduled for the ____________________ class, M____. ____________________, sponsoring teacher, to ________________________________; Said trip to be from ____________, ____________ 19____ to ____________, ____________, 19____.

(I) (We) hereby certify that the form to which this Permission Slip has been attached has been read by (me) (us).

(I) (We) also acknowledge receipt of a brochure prepared by ____________, setting forth the details of the itinerary and the place of lodging.

Enclosed herewith please find my check payable to the order of ____________ Agency, which cehck serves (as a deposit. The remaining sum of $ ____________ will be remitted by me on or before ____________) (for the cost of the trip).

Date: ____________________

____________________ Parent

INST 2

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FORM "Z" — TRIP BEYOND CONTINENTAL LIMITS: All permission slips relating to field trip travel shall be the format as presented below. Items preceded by an asterisk * are for use when appropriate.

BOARD OF EDUCATION OF PRINCE GEORGE'S COUNTY

____ School

____

Date: ____________________, 19____

Dear Parent:

This is to inform you that the __________________ class, M ____ ________________ ______________, sponsoring teacher, is planning trip to ____________________________.

The purpose of this trip is to ____.

The contemplated date of departure is: ________________, ________________ ______, 19____. The contemplated date of return is: ________________, ________________ ______, 19____.

* Because of the departure and/or return time, you are responsible for transporting your child to and/or from school.

The permission for this trip has already been received by the Superintendent of Schools.

All travel arrangements for this trip are being made by the ____________________________ Travel Agency.

The cost to each participating student is $ ______________, which sum is to be paid as follows: $ ____________, as a deposit, on or before __________________; and the sum of $ ____________, on or before __________________.

Said costs to include all travel arrangements, hotel accomodations, meals and a travel/accident insurance policy to be in effect during the period of this trip.

The costs of this Field Trip will be procured through the following means:

( ) each student participant's fee,
( ) Board of Education Funds,
( ) __________________________ School funds,
( ) Fund solicitation as following:

____
____

Although there is enclosed herewith the brochure prepared by the ________________________ Travel Agency, which sets forth the itinerary of this trip, in addition to which there is enclosed ______________ ______________. Your special attention is directed to the follwing provisions of Administrative Procedure No. 6153 of the Board of Education of Prince George's County:

Procedure VI — F:

The cost of the trip per student may not exceed the sum of money which the sponsoring teacher, in reviëw with the principal, shall reasonably anticipate to be an amount of money that can be paid by all of the students anticipated to participate in said field trip or, alternatively, that provisions are made in the pricing of said trip for the inclusion at lesser or no cost of such students, who, though eligible for participation are, nevertheless, prevented in such participation for reasons of inability to pay.

Procedure VII — C:

The price of any field trip shall be restricted to the actual costs of said field trip. Any student having previously paid for the costs of his or her participation on said field trip and unable to proceed on same, irrespective of cause, shall not be entitled to a refund of monies previously paid unless a student "standby" is prepared to go in his or her place and stead, unless the sponsoring teacher determines that the issuance of a refund will not cause an increased expense to the remaining student participants.

No student standby may be permitted to proceed on a field trip unless such student pays the per-pupil allocated cost of said trip.

Procedure XI — C:

All field trips contemplated for travel beyond the continental limits of the United State are subject to cancellation by the Superintendent of Schools at any time prior to the scheduled departure of said field trip if, in the opinion of the Superintendent of Schools, the destination of travel at the time of said field trip is to an area known to the Superintendent of Schools to be experiencing or in danger of civil strife or the like. All original notifications to students and/or parents of said field trip shall specifically include in **BOLD PRINT OR TYPE, PROVISION XI C** hereabove, which said notification is to further advise the students and/or parents that in the event of any such cancellation for reasons as aforesaid, **THE BOARD OF EDUCATION OF PRINCE GEORGE'S COUNTY SHALL ASSUME NO RESPONSIBILITY OR LIABILITY FOR THE FAILURE OF ANY TRAVEL AGENCY OR OTHER SOURCE HAVING ASSUMED THE RESPONSIBILITY OF MAKING TRAVEL ARRANGEMENTS, FAILING TO ISSUE REFUNDS, IN WHOLE OR IN PART, TO THE STUDENTS ORIGINALLY ANTICIPATED TO PARTICIPATE IN SAID TRIP.**

If you are desirous of having your son/daughter participate in said trip, kindly complete the form attached to the last page of the enclosed travel brochure prepared by the ________________________ Travel Agency. Your signing said form and returning same along with your initial deposit check of $________ will serve as your having given your son/daughter permission to participate in said trip.

Sincerely,

____________________ Principal

____________________ Sponsoring Teacher

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Emergency Medical Treatment Authorization Form

Name of Student ____________________ Sponsoring Teacher ____________________

Parents or Guardians ____________________ Phone: (W) __________ (H) __________

Emergency Phone if Parents cannot be reached ____________________

Family Physician ____________________ Phone: ____________________

Dentist ____________________ Phone: ____________________

Does pupil have any disease, handicap, or other conditions? ☐ Yes ☐ No

Describe ____________________

Does the above restrict any activities? ☐ Yes ☐ No

If yes, to what extent? ____________________

Is pupil covered by hospitalization and/or accident insurance? ☐ Yes ☐ No

Name of Carrier ____________________ Insurance No. ____________________

NOTE: In a serious emergency, your son/daughter may have to be taken to the nearest hospital emergency room. Should such action be necessary, you will be notified as soon as possible and will be responsible for any charges incurred. The school has no funds to meet the bills resulting from care which is sought outside the school setting.

It is important that you understand that your signature on this card does not give the hospital permission to treat your son/daughter.

____________________ ____________________

Date *Signature of Parent or Guardian*

INST-4 6/80 – For Use With Overnight Field Trips
PGIN 7540-3204

BOARD OF EDUCATION
OF PRINCE GEORGE'S COUNTY
Upper Marlboro, Maryland

REQUEST FOR APPROVAL
Out of County Trips

School ______________________________

Group ______________________________

Destination ______________________________

____

Approximate Number of Students ______________________________

Number of Chaperones: Professional staff __________ Parents __________

Date and Time of Departure ______________ ______________

Date and Time of Return ______________ ______________

Cost per Student ______________________________

Transportation to be used *(please name carrier)* ______________________________

Teacher (s) in charge ______________________________

Description and Objective (s) ______________________________
(overnight or out-of-state trips – Attach a descriptive letter with itinerary)

I certify that parents will be given all necessary information relative to this trip and that all possible precautions will be taken to insure its safety and value. I certify that complete liability is provided for by the carrier and/or agent.

______________________________ ______________________________
Signature of Principal *Date Application*

- -

______________________________ Date ______________________________
*Area Assistant Superintendent **

______________________________ ______________________________
*Superintendent of Schools ** *Assistant Superintendent*

*** Signature of Area Assistant Superintendent and Superintendent of Schools applicable for trips outside the continental United States only.**

Prepare in triplicate and submit all copies to the office of the appropriate Assistant Superintendent for approval.

Instruction Office Comments: ______________________________

____

____

____

____

cc: **Principal**
Teacher

PGIN 7540-3200 9/4/80

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BULLETIN

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

I-199-82
Originators Serial No.

April 30, 1982
Date

Instruction
Originating Office

June 30, 1983
Cancellation Date

TO: Elementary Principals

FROM: Assistant Superintendent for Instruction and Pupil Services

SUBJECT: Procedures for Reading Series Placement of First and Second Grade Students and New Students

1. PURPOSE: To inform elementary principals of procedures for reading series placement of first and second grade students and new students.

2. INFORMATION: The following criteria are to be used in determining first grade placement in a reading series:

   A. Metropolitan Readiness Test: When there is a 4 point or more difference between total auditory raw scores and total visual raw scores on the Metropolitan Readiness Test, the higher score suggests reader placement. Higher auditory total raw score, along with other criteria, indicates Lippincott placement.

   B. Kindergarten Teachers' Judgments: Items on the teachers' kindergarten checklists help to determine students' preferred learning channels.

   C. First Grade Teachers' Judgments: Items on first grade teachers' checklists help to determine students' preferred learning channels.

   D. Metropolitan Copy Test: The Metropolitan Copy test evaluation helps to determine students' needs for a multi-sensory instructional approach.

   Exceptions:

   A. When both total auditory and total visual raw scores on the Metropolitan Readiness Sub-tests are 20 or above, those tests are not valid criteria for reader placement.

   B. When both total auditory and total visual raw scores on the Metropolitan Readiness Sub-tests are 10 or below those tests are not valid criteria for reader placement.

- OVER -

The following procedures will determine reading series placement in exceptions A and B.

- review kindergarten teachers' observations
- review first grade teachers' observations
- review Metropolitan Readiness Copy sub-test

The above procedures will be supplemented by the following where necessary:

- Slingerland Pre-Reading Procedures
- SIT Team consultation
- assistance from County staff

Second Grade Reading Series Placement:

Students will continue in the same series they used in first grade with few exceptions.

New Student Reading Series Placement:

Placement tests for both Houghton Mifflin and Lippincott will be administered to help determine reading series selection for new students. Other available information, including standardized test scores, teachers' comments, and general records will also be reviewed in making placement decisions.

If you have any questions, please call 952-4796, Julia Herbert.

3. **FILING INSTRUCTIONS:** Retain this BULLETIN until June 30, 1982.

Robert J. Shockley
Assistant Superintendent for
Instruction and Pupil Services

DISTRIBUTION: Lists # 2 and 11
Reading Teachers

KINDERGARTEN TEACHER'S OBSERVATION FORM

TEACHER ______________

____

SCHOOL ______________

DATE ______________

(Please check only if the student has difficulty with the activity.)

STUDENT	1. FOLLOWS ORAL DIRECTIONS	2. LISTENS TO STORIES	3. GIVES GOOD ATTENTION TO FILMS, PICTURES, VISUAL/ MOTOR ACTIVITIES	4. EMPLOYS LEFT TO RIGHT DIRECTIONALITY ON PAPER	5. APPEARS TO LEARN BEST WHEN LISTENING	6. APPEARS TO LEARN BEST WHEN LOOKING	7. SUCCESSFULLY PERFORMS ACTIVITIES, SUCH AS: STRINGING BEADS, CUTTING, COLORING, PUZZLES	8. DEMONSTRATES APPROPRIATE SPACING: ON PAPER, IN GAMES, KEEPING PLACE	9a. NAMES MOST LETTERS OUT OF CONTEXT	9b. WRITES MOST LETTERS	10. HANDEDNESS HAS BECOME ESTABLISHED	BIRTHDATE	COMMENTS
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													

SL/RD-010 White copy to Cathy Herbert, yellow copy to reading teacher, pink copy to first grade teacher

Prince George's County Public Schools

Comprehensive Reading Data

1.

Name ______________________ School (s) ______________________

Date of Birth ______________________ ______________________

Student # ______________________ ______________________

2. Readiness	Mastery	Grade Achieved
Listening Comprehension		
Sequencing		
Categorizing		
Discriminating Letters		
Determining Meaning in Context		
Listening for Beginning Sounds in Words		
Comprehension		

3. Phonic Analysis	Mastery	Grade Achieved
Initial Consonants		
Final Consonants		
Consonant Blends		
Consonant Digraphs		
Short Vowels		
Long Vowels		
Vowel Digraphs		
Diphthongs		

PG N 7615-1002 9 81

4. Structural Analysis	Mastery	Grade Achieved
Inflections		
Compound Words		
Suffixes		
Prefixes		
Contractions		
Syllables		

5. Word Recognition	Mastery	Grade Achieved
PP		
Pr		
1^2		
2^1		
2^2		
3^1		
3^2		
4		
5		
6		
7-9		

6. Comprehension	Mastery	Grade Achieved
PP		
Pr		
1		
2		
2		
3		
3		
4		
5		
6		
7-9		

7. Goal 1: Utilize a Variety of Reading Materials

K	1	2	3	4	5	6	7-9

8. Goal 4: Meet the reading demands for functioning in society

K	1	2	3	4	5	6	7-9

9. Goal 5: Selects Reading as Personal Activity

K	1	2	3	4	5	6	7-9

comprehensive reading program

10. Grade	Reading Series / Level

11. Assessed For –	Date	Outcome
Title I		
Special Ed.		
SLRD		
TAG		

Additional Assessment	Date	Purpose

12. Athey Data Summary

Grade	Passed	Failed (Indicate Goal #)	Exempt
3			
7			

NAME

14. Articulation to Junior High/Middle School

Independent Reading Level ____________________

STUDY SKILLS	Strong	Weak
Listening		
Notetaking		
Using a Textbook		

Recommended placement ____________________

____

____

Comments: ____________________

____

____

____

____

13. Reading Services Summary

Date of Service	Type of Service Rendered	Outcome

KINDERGARTEN GUIDELINES FOR PROJECT STEP

Project STEP (Strategies for Targeting Early Potential) is a program designed to identify potentially gifted minority children in kindergarten and first grade. Minority children are those children regardless of race or ethnic group who may have language patterns and experiences, cultural backgrounds, and/or economic disadvantages which make it difficult for them to demonstrate their potential on traditional identification measures for talented and gifted.

Although the goal of Project STEP is to identify the potentially gifted minority students, the procedures and materials are appropriate for use with all children. Teachers may use these procedures and materials to identify any student whom they feel may be potentially gifted. The procedures and the materials utilized in the Project are specifically defined in the Project STEP manual which will be provided as you implement Project STEP in your school.

Project STEP heavily depends on your continued professional observations and documentation. It is essential that you document your observations and other pertinent data in a manner that will promote an objective assessment.

Plan to complete at least two or more activities from the task cards each week. Documenting the successes of the selected students on the Project STEP checklist should follow the completion of each activity. Your regularly entered ratings are crucial to the accurate assessment of the student's ability; therefore, a minimum of 30 observations should be documented on the checklist during the kindergarten year. (See Project STEP manual.)

CHAPTER ONE PROGRAM

The Prince George's County CHAPTER ONE PROGRAM is funded under the Education Consolidation and Improvement Act of 1981. CHAPTER ONE, which replaces ESEA, TITLE ONE, is designed to provide supplementary (extra) instructional assistance to children who are experiencing difficulty performing at a level comparable to their grade and age. The intent of CHAPTER ONE at the kindergarten level is to raise the student's level of readiness skill development.

Selection of children for participation in this program is based on the results of the DEVELOPMENTAL EVALUATION BATTERY.

This program's success is based on the ability of the teacher to:

1. identify the strengths and needs of CHAPTER ONE children.
2. interpret and understand need assessment data from tests, observations, and parents.
3. group and schedule regular and special instruction to meet the identified needs within the framework of the County's goals and objectives.
4. plan and implement initial instruction according to measurable criteria.
5. evaluate the achievement levels of CHAPTER ONE children in initial and supplementary instruction.
6. move the needs assessments and instruction to the next level of difficulty and begin the process again.

Aides

The Chapter One Instructional Children's Aides are responsible for:

1. reporting directly to the Principal.
2. following CHAPTER ONE guidelines.
3. providing reading/readiness and math instructional reinforcement for CHAPTER ONE children.

4. planning with the classroom teacher and resource teacher on a weekly basis for CHAPTER ONE instructional follow-up.
5. writing plans with the teacher for groups and individuals describing skills, materials, and activities.
6. working with small groups or individual CHAPTER ONE children.
7. working cooperatively with the Principal, CHAPTER ONE resource teacher, and school staff in meeting the needs of CHAPTER ONE children.
8. sharing responsibility for noninstructional duties concurrently with the teacher(s) with whom she/he works (applies to full-time Aides only).
9. assisting the resource teacher by receiving and inventorying CHAPTER ONE materials and equipment.
10. following time limitations and planning schedules as established for K-4 CHAPTER ONE teachers.
11. attending school staff meetings and functions to coordinate CHAPTER ONE.
12. assisting the CHAPTER ONE resource teacher in the making, distribution, and implementation of the home activities project.
13. assisting the classroom teacher and CHAPTER ONE resource teacher with the home activities project awards and evaluations.
14. reinforcing language arts, perceptual motor, and math skills in related subject areas for CHAPTER ONE children.
15. assuming responsibility with the teachers for making and utilizing creative materials and activities for the CHAPTER ONE children.
16. being responsible with the teachers for the proper use and care of CHAPTER ONE materials and equipment.
17. adhering to CHAPTER ONE schedules agreed upon by the instructional team.
18. reporting for duties promptly and regularly.
19. maintaining with the teacher an attractive classroom conducive to learning.
20. seeking assistance, when needed, from resource personnel.

21. managing the CHAPTER ONE children under the direction and supervision of the teacher and in accordance with the school's guidelines.
22. submitting a quarterly report of monthly activities to the resource teacher.

The Aides are not responsible for:

1. assuming responsibility for a large number of children without the assigned classroom teacher in attendance (e.g., playground, cafeteria, bus, etc.).
2. assuming noninstructional duties not assigned to the K-4 classroom teacher.
3. assuming noninstructional duties in excess of K-4 classroom teachers and more than 10 percent per day.
4. teaching or acting as a substitute for a teacher on regular leave or who is absent from the classroom because of County needs.
5. initiating instruction or diagnosing specific needs of CHAPTER ONE children.
6. evaluating for parents the CHAPTER ONE child's performance (i.e.: reports cards, etc.).
7. conferring or consulting with CHAPTER ONE parents on the child's progress or performance.
8. reviewing cumulative records.
9. maintaining records for school use (i.e.: school inventories, school attendance, audio-visual materials checkout, etc.).

KINDERGARTEN GUIDE
EVALUATION FORM

We are interested in learning how effective you believe the Kindergarten Curriculum Guide has been in assisting you in your classroom.

Directions: Please identify the section(s) of the Guide you are evaluating; use a separate form for each section of the Guide that you wish to evaluate. Additional forms are in the back of the Guide. Should you need additional copies, please duplicate.

1. What section of the Guide are you evaluating? (State the title of the section.)

2. What information in this section of the Guide do you believe has been of most value to you in your classroom?

3. What information in this section of the Guide do you believe has been of least value to you in your classroom?

4. What recommendations, if any, do you have for improving this section of the Guide?

5. Other comments:

EVALUATION OF THIS CURRICULUM GUIDE

This form is to be used by individual teachers to provide a reaction to the curriculum guide currently being used. At the end of each unit taught or after teaching from the entire document, please complete the form and send it to Assistant in Curriculum and Instruction, Department of Instructional Services. Your input is necessary in order to assess what revisions must be made in the document. Thank you for helping to review and revise your curriculum so that it is meaningful to your teaching.

- -

PGIN 7690- ________ ______________________________
Name of Document

____
Name of Unit/Chapter Evaluated

__________________ __________
Instructional Level/Grade Level(s) Publication Date

1. In-service was received on this publication. Yes ____ No ____

2. The in-service was (adequate, inadequate) for using this document.

3. Teachers could use further in-service on the following topics/chapters/units

____

____

4. The errors/omissions noted in the document are on page(s) ______________

____

5. The best written and most helpful sections or pages of this document are __________

____

____

6. Information needs to be revised on the following ______________________

____

____

7. The attached material (outline, ditto, lesson plan, etc.) should be added to the document.

____

____

8. Did the format of the guide make it easy to use? Yes _____ No _____ What changes would you like to see included?

____

____

____

9. Do the lessons contain realistic teaching time frames? Yes _____ No _____
If no, what should be changed?

____

____

10. Are there a sufficient number of teaching lessons/activities? Yes _____ No _____

11. Are there a sufficient number of available resources listed? Yes _____ No _____

12. Was the content appropriate for the level of teaching? Yes _____ No _____

13. Does the content adequately provide for Title IX (sex equality) guidelines?
Yes _____ No _____

14. Does the content adequately provide for inclusion of information about multicultural and multiracial relationships? Yes _____ No _____

15. The following suggestions would improve this document:

____

____

____

____

____

____

____

____

____

Name (if desired) ____

School ____

PRIMARY

PROJECT

PS 016709

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
UPPER MARLBORO, MARYLAND 20772
Reprinted 1986

7690-1532

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Acknowledgments: The Primary Project Implementation Guide is designed for use by primary teachers as they introduce students to letters and sounds using a multi-sensory approach. This guide was prepared by: Judy Hoyer, Lorraine Johnson, Elinor Pearis, Susan Raymond, and Doris Staats.

Copyright 1982 by the Board of Education, Prince George's County, Maryland.

WATCHING A CHILD GRAPPLING WITH A NEW CONCEPT IS THE GREATEST MOTIVATION FOR A SENSITIVE TEACHER TO GIVE BIRTH TO A NEW TECHNIQUE. AS YOU IMPLEMENT THE INTRODUCTION TO LETTERS AND SOUNDS THERE WILL BE IDEAS THAT WILL COME TO YOU INTUITIVELY. LET'S GIVE THEM TO ONE ANOTHER AND BUILD A "WORKING" GUIDE.

Special thanks to the 1980-81 Pilot kindergarten teachers:

Carol DeBerardinis
Catherine Dunn
Patricia Greenway
Angela Laurenzano
Sharon Lerner
Elaine Lombardi
Dottie Lundquist
Sandra McDonald
Susan Raymond
Martha Singleton
Nancy Smith
Barbara Sugg
Ann Winston

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PHILOSOPHY

As a result of the primary project, a diversified (and exciting) language arts program is emerging within the kindergarten curriculum. While only a part of the total kindergarten program, introduction to letters and sounds provides the opportunity for every child at the kindergarten level to interact with letters in a structured, sequential and meaningful fashion. Letters are introduced according to a sequence which separates letters that are easily confused either visually, auditorily or by formation. As each letter is introduced, the students become familiar with the name of the letter, the sound that it makes and how it is formed. Great care is taken that many procedures implementing body movement, oral responses, visual stimulation and tactile kinesthetic activities are included.

Naturally, the kindergarten classroom provides the ideal environment for this multi-sensory approach to letter introduction. The word introduction is important because at the kindergarten level we are encouraging exposure and not mastery. The atmosphere of the classroom should be that of a low stress environment where learning about letters and sounds is made exciting and fun through a wide variety of multi-sensory activities.

Introduction to letters and sounds provides a strong oral language component through activities directly related to letter introduction as well as literature. Reading of good literature to young children is strongly encouraged and teachers are provided with a list of recommended child and teacher approved selections.

As many teachers are already aware, letters and sounds can be easily integrated into the content areas of math, science and social studies. It is easy to see how such a program allows for the creativity of the imaginative teacher within a very basic framework.

Looking forward to first grade, introduction to letters and sounds provides a support system to the Prince George's County Public School System's formal basal reading program.

Pacing the introduction to letters and sounds is important in kindergarten. In order to provide continuity and consistency in the program, and to lessen anxiety as children move from one kindergarten to another in the school system, it is necessary to follow the sequence and timing as closely as possible. Please remember that the introduction to letters and sounds is for all children in your class so that mastery of each letter for all children is not essential before proceeding to the next letter.

SUGGESTED TIME FRAME FOR KINDERGARTEN
INTRODUCTION TO LETTERS AND SOUNDS

September through Halloween	November through Thanksgiving	December	January through February	March through April	May through June
		-Review-	-Review-		
SCHOOL	Introduce:	Introduce:	Introduce:	Introduce:	Introduce:
ORIENTATION	1. a*	4. f	8. h	13. r	20. v
	2. b	5. m	9. j	14. o*	21. u*
AND	3. s	6. t	10. n	15. g	22. y
		7. i*	11. p	16. d	23. z
READINESS			12. l	17. c	24. q
				18. k	25. x
				19. w	26. e*

READINESS ACTIVITIES

are continued simultaneously with the introduction to letters and sounds.

---

*Short vowel sounds

Continuous Activities with each letter:

- Air-writing
- Dictation
- Blending

Materials to be used:

- Slates for each child
- Magic Markers
- Crayons
- Primary pencils
- Tracking papers
- Trace/Copy/Copy papers
- Unlined newsprint
- Large lined paper with stick man reference when appropriate

INTRODUCTION TO LETTERS AND SOUNDS

SUGGESTED TIME FRAME FOR FIRST GRADE

September-October	November-December	November and/or December (cont.)	January-February	March-April May-June
Introduce: 1. a* 5. m 2. b 6. t 3. s 7. i* 4. f 8. h	Review letters Introduce: 9. j 14. o* 10. n 15. g 11. p 16. d 12. l 17. c 13. r 18. k	R E V I E W first 18 letters.	Review and then Introduce: 19. w 20. v 21. u* 22. y 23. z 24. q 25. x 26. e*	1. Continue with air-writing daily drills -- use alphabetical order. 2. Dictation on chalkboards. Dictation of: letters syllables words phrases sentences 3. Emphasize blending techniques during dictation lessons. 4. Self-correction is important following dictation lesson.
Activities: air-writing daily oral drills blending orally air-writing chalkboards dictation and self-correction	Activities: air-writing daily oral drills blending: orally air-writing chalkboards dictation and self-correction	Activities: air-writing daily oral drills blending: orally air-writing chalkboards dictation and self-correction	Activities: air-writing daily oral drills blending: orally air-writing chalkboards dictation and self-correction	

*Short vowel sounds

GENERAL FORMAT FOR INTRODUCING A NEW LETTER

1. Teacher presents letter on large alphabet card and says name of the letter. Students repeat letter name.

2. Using keyword picture card, teacher introduces keyword and sound. If necessary, teacher discusses how sound feels in mouth and throat.

3. Students repeat name, keyword, and sound of letter. Keyword picture card turned to be made visible to class.*

4. To introduce the formation of letter, the teacher writes a large letter on the chalkboard--at least 12" high. It is important that the teacher talks through the formation of the letter as she writes. For example, "Make a circle to the left, down, up, touch starting point, and pull down."

5. Children "finger trace" with index and middle fingers in various ways saying name, keyword, and sound of letter. This initial tracing activity is an important time for teacher/observation to make certain that each child is forming the letter correctly.

6. Teacher leads students forming the letter in the air, saying name, keyword and sound. Teacher provides opportunity for students to trace with a tool (chalk, crayon, brush, etc.).

*Keyword picture cards should be displayed in alphabetical order with their backs facing room. When a letter is introduced, the card should be turned over and kept in alphabetical order.

Daily drill should always be in alphabetical order.

SPECIFIC LESSON PLAN

Five-Day Activity Plan for Introducing the Letter Tt

Day 1 Students recognize letter and say name

1. Show lower-case letter on permanent pattern. Call the name of the letter. The children repeat name of letter.
2. Using class list of children's names, have children track for t's.
3. Hide t's written on small pieces of paper around room. During the day, as children discover the t's, they drop them into the TOP HAT.
4. Make t people from tongue depressors.
5. Place tags with the letter t printed on them around the child's neck.

Homework: Ask the children to look for "tags" at home.

Day 2 Students associate keyword and hear and repeat sound of letter

1. Show keyword picture card with "top". Discuss with children the sound of /t/. Children repeat sound. Say t, top, /t/.
2. Present watches to the children; have them listen for the t-t-t sound.
3. Using a metronome, listen for the /t/ sound. The children can keep the rhythm by tapping the pointer finger of the right hand on the pointer finger of the left hand, to form a t.
4. Using a telephone, the children repeat in the receiver t, top, /t/.
5. Riddles:

   You find me at the end of your feet. What am I? (Toes)

Something that is always in your mouth. (Teeth, tongue)

You do this to get the lid off of a jar. (Twist, Turn)

You do this when you don't want to wake up the baby. (Tiptoe)

6. Make a list of things beginning with "t".

7. Homework: Bring in a toy in a paper bag. Do not tell anyone what your toy is. Be prepared to answer questions about your toy.

Day 3 Students are introduced to formation of letter

1. Circle time -- Have a child place his bag in the circle. The children ask him questions about the toy and guess what is in the bag.

2. Tell children they are going to learn how to make the letter t. Teacher makes large t's on chalkboard. Three children come to board and trace the t with flashlights.

3. Give each child a slate with the model for t.

   The teacher guides the children in finger tracing.

   Children erase model and make their own t.

4. Teacher instructs children to make t in the air. Children respond t, top, /t/.

5. During free time children are free to circulate around to centers. Centers may provide varied activities for writing the letter t.

   - water painting on board
   - screen writing
   - permanent pattern under water
   - painting a t
   - seal-a-meal bags

Day 4 Students review name, keyword and sound and add to daily drill

1. Add "t" to oral drill.

2. Make multi-sensory letter with loose tea.

3. For homework, children bring in "t" pictures for the scrapbook. Drop them in the "t" bag.

Day 5 Students practice dictation

1. Dictation with "t". Children use their slates, and back writing.

2. Class participates in a TEA PARTY.

3. Language experience story can be made with children.

REINFORCEMENT ACTIVITIES FOR INTRODUCING A NEW LETTER

STEP I: TEACHER PRESENTS LETTER ON LARGE ALPHABET CARD AND SAYS THE NAME OF THE LETTER. STUDENTS REPEAT LETTER NAME.

Concept: Letters like children have names.

This first step is to enable the students to recognize the letter only. It is important that in the beginning of the school year only one concept at a time be introduced to the students. As the year progresses, the name, sound and formation may be introduced simultaneously.

The following activities are suggestions for strengthening the students' ability to identify the letters. There are far more activities presented than would be feasible to use. Select those most suitable for your children.

- Look around the room for the letter.
- Hide letters on small cards around the room for children to find throughout the day.
- Circle the letter in names of children written on class list.
- Find the letter in a bowl of Alpha-Bits cereal.
- Introduce "tracking" by putting large-sized letters on the chalkboard and have the students circle the letters using a continuous motion (tracking black-lined masters have been provided to be used as the students become able to use pencils and paper).
- Visual discrimination activities, i.e., find the letter that is the same.
- Search in magazines or newspapers and circle the letter.
- Create a design and have the children color by letter.
- Using the basic form of the letter have students make "animal" letters.
- Pin the new letter on each child to wear for the day.
- Make a letter necklace; as each letter is introduced, add-a-letter.
- Teacher makes stuffed letters from material after the letter is introduced and hangs it as a mobile. This is helpful for children who may have difficulties remembering the shape. They can hold it as they would a stuffed animal.
- Make the letter into an animal.
- Play a game of "Listen and Show." During the introduction day, the teacher may say at any time, "the name of the letter is _____." The students stop what they are doing and hold up a response card with the letter written on it. (The students carry the card with them during the day.)
- Distribute individual notebook rings for each child to add-a-card with the letter written on it. Rings can be kept and carried on the introduction day.
- Letter relay races - Place lettercards on the chalk tray. Two children on different teams run (walk, hop, skip) to the blackboard and touch the letter facing them on the chalk tray. Both children must say the name and/or sound for that letter. When the child does, touch his/her head to signal that his/her response was correct. That child then runs back and touches the next person in line who runs to the chalk tray. The relay race continues in a

similar manner until everyone has had a turn. Lettercards should be changed for each correct response. The winning team is the first one to go through the entire pack of lettercards.

- Make letters in graduated sizes, have children hold the letters and stand in correct order. (Larger to smaller, smaller to larger)

STEP II and III: USING KEYWORD PICTURE CARD, TEACHER INTRODUCES KEYWORD AND SOUND. IF NECESSARY, TEACHER DISCUSSES HOW SOUND FEELS IN MOUTH AND THROAT.

Concept: Letters like children have names and make sounds.

- ONGOING PROJECTS:
    - SOUND DISPLAY SPACE - Talk about objects that begin like the keyword. Provide a couple of objects and ask the children to bring things from home that begin like the keyword.
    - ALPHABET SCRAPBOOK - After discussion, have children either draw or find pictures of objects beginning with the sound. These may be kept in a classbook or individual books.
- Discuss occupations that begin with the sound, i.e., astronaut, baker, carpenter.
- Using alliteration, say sentences to the children and have them repeat them. (Silly illustrations are often fun.)
- Recite riddles whose answers begin with the sound.
- Read story to students with many words beginning with the sound. Students repeat words.
- Grab bag, provided by teacher, with objects of beginning sound.

STEP IV: TO INTRODUCE THE FORMATION OF LETTER, THE TEACHER WRITES A LARGE LETTER ON THE CHALKBOARD--AT LEAST 12" HIGH. IT IS IMPORTANT THAT THE TEACHER TALK THROUGH THE FORMATION OF THE LETTER AS SHE/HE WRITES. FOR EXAMPLE: "MAKE A CIRCLE TO THE LEFT, DOWN, UP, TOUCH STARTING POINT, AND PULL DOWN."

STEP V: CHILDREN "FINGER TRACE" WITH INDEX AND MIDDLE FINGERS IN VARIOUS WAYS SAYING NAME, KEYWORD, AND SOUND OF LETTER.

STEP VI: TEACHER LEADS STUDENTS FORMING THE LETTER IN THE AIR, SAYING NAME, KEYWORD, AND SOUND.

- Children work at large chalkboard tracing pattern with fingers.
- Children trace model using flashlights.
- Patterns on the floor can be walked, jumped, or hopped around.
- Children can form letters with their bodies.
- Air-writing.
- Back writing/tracing.
- Seal-a-meal bags with finger paint.
- Screens used with paper and crayons to make "raised" letters.
- Make letters in shaving cream.
- Make letters in sandbox.

- Place permanent patterns under water in a shallow pan to be traced.
- Place a letter pattern in an ice tray, "just" cover with water, and freeze. Children can then finger trace the letter.
- Multi-sensory letter made from a variety of materials (rice for r, rabbit, /r/).
- Children use plastic strips approximately 2 feet long and one inch wide when making letters in the air. One large plastic trash bag provides enough for the class.
- Children can use modeling clay to roll "snakes" and form letters.
- As children become proficient in the correct formation of the letters and have had practice with unlined paper it may be that they would be ready for lined paper. Several procedures have been proven successful to assure confidence before that step.
- Working on lined slates.
- Using masking tape, line the floor with a head, waist, and foot line. In groups, the children can practice formation as the teacher talks through each letter.

**Using the individual slates is a very important tool in the development of the correct formation of letters. It should be the transition from dimensional materials to paper. As the year progresses, slates should become tools that are used daily in the classroom.

REINFORCEMENT ACTIVITIES ESPECIALLY FOR INDIVIDUAL LETTERS

The reinforcement activities described on the preceding pages are multi-sensory activities which can be adapted to any letter of the alphabet. In the following section you will find activities specifically geared to individual letters. A combination of activities selected from both sections is recommended. On the pages that follow you will find the information listed below for each letter of the alphabet:

- Suggestions for making multi-sensory letter.
- Ideas for concrete objects that illustrate the sound - to be displayed in classroom.
- Literature and poetry selections.
- Riddles whose answers begin with the letter.
- Alliteration - sentences to be echoed and possibly illustrated.
- Occupations beginning with the letter.
- Cooking activities for the letter.
- Games and additional activities for the letter (content areas included).
- Continuous stroke manuscript information for the teacher - including a suggested way to talk through the formation of the letter.
- Trace-Copy-Copy (black line master).
- Tracking page (black line master).

We would like to thank these teachers for the contribution of ideas that added so much to the following section.

Pat Codd
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Melissa Gibson
Karen Minter
Deborah Stokes
Leslie Wooten
Diane Tobias

a

MULTI-SENSORY LETTER SUGGESTIONS:

- Alpha-Bits
- aquarium sand
- apple seeds

SOUND DISPLAY SUGGESTIONS:

- apples
- alphabet soup
- animal crackers
- alligator

LITERATURE:

- Rain Makes Applesauce by Julian Scheer, Holiday House, 1964, a nonsense book that should stimulate creative, artistic and language expression. (Fun reading.)

Poetry

Apples
by Polly Greenberg

Apples crisp
I like to buy,
Apple sauce
And apple pie.

Some like
Peaches, soft and munchy
But I like apples
Crisp and crunchy.

RIDDLES:

A Riddles. Make up some riddles or sentence completions. Tell the children the answers to the riddles begin with /a/. Afterward, let the children make up their own riddles and sentence completions for their classmates to guess.

- This animal likes to eat ants. What is it? (anteater)
- This fruit begins with /a/. What is it? (apple)
- When you think you can eat a lot of food, you have a big __________. (appetite)

- If you tell someone where you live, you give him/her your ____________. (address)
- If I asked you a question, you would give me an __________. (answer)

ALLITERATION:

- "Atom Ant had applesauce at Alice's house."

OCCUPATIONS:

- Astronaut (black-line master enclosed)

Call attention to the picture of the astronaut. Stress the initial sound in astronaut. If the children seem eager to know more about the subject, explore the topic by asking: Why does man want to go to the moon? What have you learned about the moon? How do the astronauts breathe, eat, and sleep on the space flight? What do they wear?

COOKING:

Applesauce-Making Activity

Supplies:		
	sugar	apples
	colander (strong strainer)	dull knives
		food mill

Give each child an apple to cut into quarters. First, show how you do yours. Heap all the apple quarters into a large pan. Add cups of water (approximately one cup of water for each pound of apples). Cook the apples. Watch carefully to see the changes that take place as the apples cook. When the apples are soft, the children take turns loading them into a food mill. If you have no food mill, mash them through a colander. After you have removed the seeds, the skins and seeds will remain in the food mill. The children will enjoy eating the applesauce as it comes through the holes. The children add sugar to the applesauce. Cool the applesauce in the refrigerator.

When you are ready to eat the applesauce, it would be fun to taste a slice of raw apple and a spoonful of applesauce and describe the differences.

GAMES AND ADDITIONAL ACTIVITIES:

Apple Picnic

Cut open an apple and point out the apple seeds inside (count and compare). If the season of the year is appropriate, have a picnic indoors with apples, apple juice, and animal crackers during snack time.

Animal Cracker Pictures

Have each child make his/her own animal picnic by drawing an apple tree on a piece of paper. Have him/her paste four or five animal crackers under the tree, then add a picnic basket, a blanket, food, etc., with crayon. Then share the following poem with the children.

Animal Crackers

by Christopher Morley

Animal crackers, and cocoa to drink,
That is the finest of suppers, I think;
When I'm grown up and can have what I please
I think I shall always insist upon these.
What do you choose when you're offered a treat?
When Mother says, "What would you like best to eat?"
Is it waffles and syrup, or cinnamon toast?
It's cocoa and animals that I love the most!...

Ant Farm

Procure an ant farm for the class to observe. These can be ordered from School Service Company, 647 South La Brea, Los Angeles, California 90036.

Read the following poem:

Ants

by Mary Ann and Norman Hoberman

I like to watch the ants at work
When I am out at play.
I like to see them run about
And carry crumbs away.

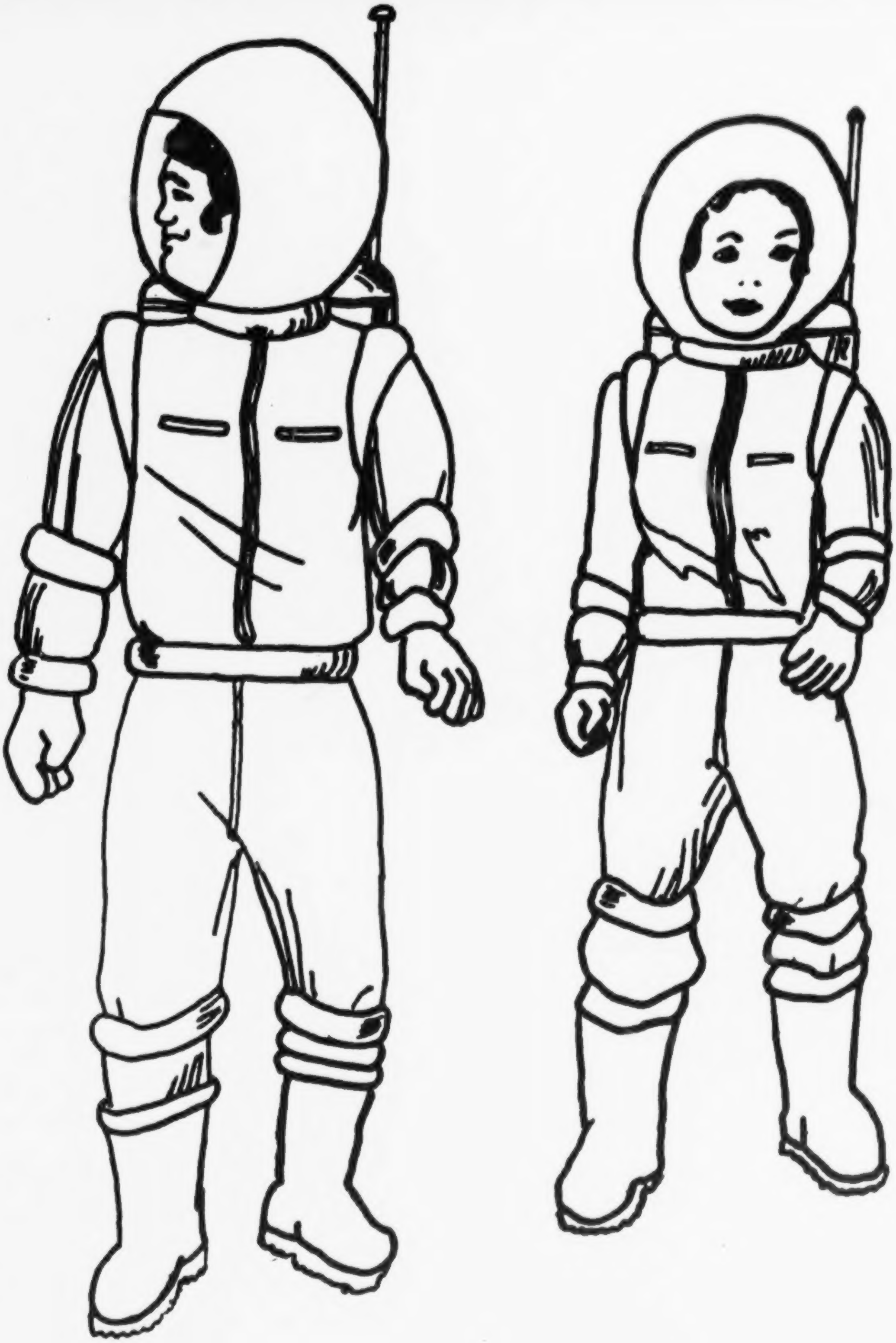
And when I plug an anthill door
To keep them in their den,
I like to see them find a way
To get outside again.

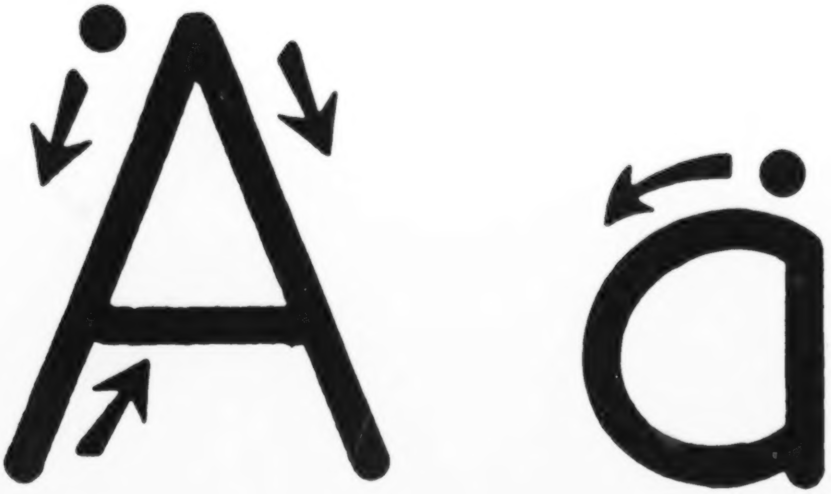
. Teach children to think imaginatively and logically. Ask the group to finish these phrases: (emphasize "as" beginning with /a/).

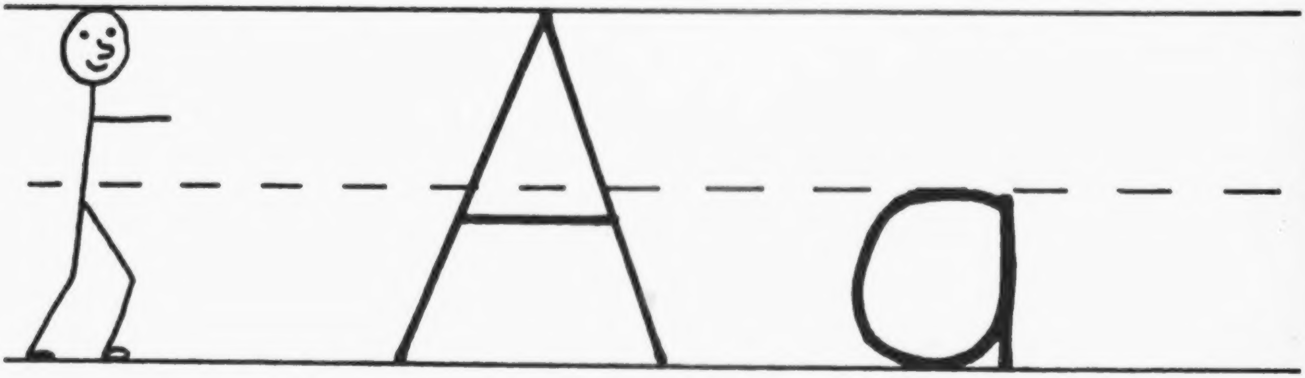
as quiet as __________
as smooth as __________
as funny as __________
as pretty as __________
as warm as __________
as hungry as __________
as fat as __________
as soft as __________
as fast as __________
as cold as __________
as bad as __________
as sweet as __________
as silly as __________
as slow as __________
as noisy as __________

. Body A

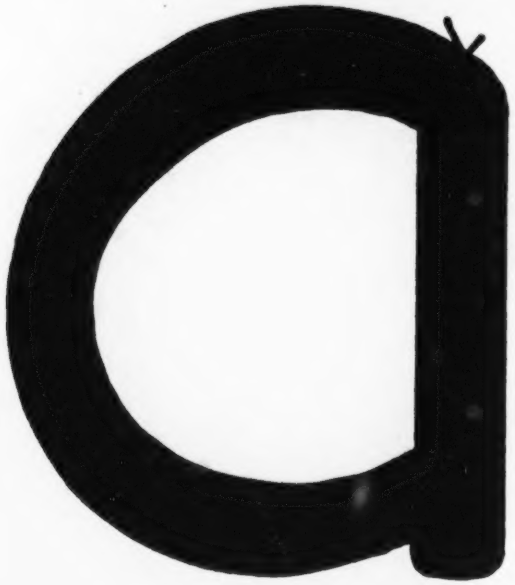
Help two children demonstrate how they can form a capital A by leaning toward each other with foreheads touching, and holding extended arms. Let the others try it.

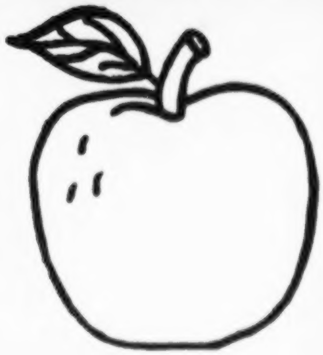


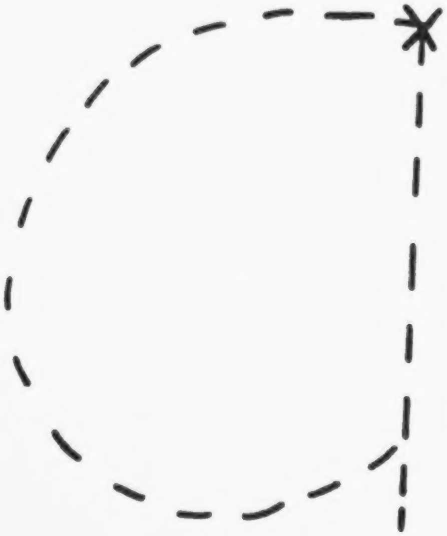




Upper case A: 2 strokes	Begin at the head line--make a slanted line down to the left all the way to the foot line. Trace back up the same line to the starting point. Now make a slanted line down to the right all the way to the foot line. Stop--pick up your pencil and connect the lines by making a short line just below the waist line.
Lower case a: 1 stroke	Begin at the waist line--circle to the left and down to sit right on the foot line. Continue up to the starting point then pull straight down to the foot line.







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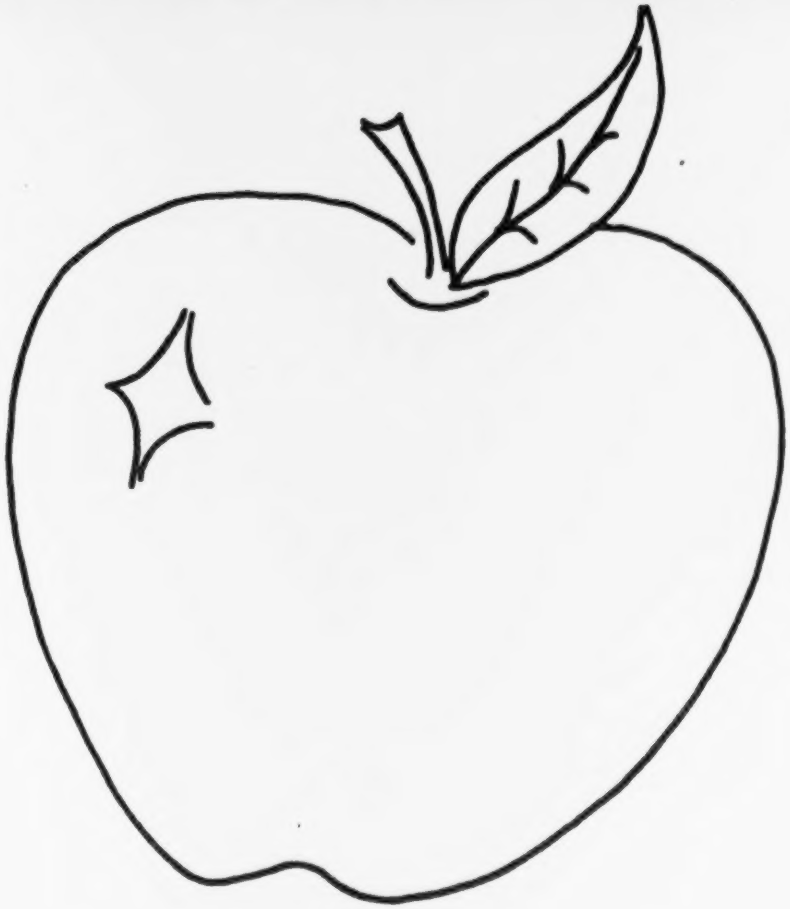
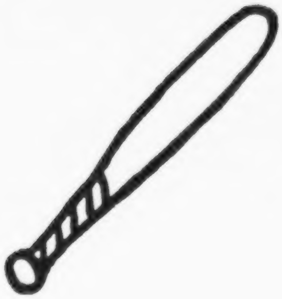


a

b a c d a o f a c

a n a s e o a b r



b

MULTI-SENSORY LETTER SUGGESTIONS:

- beans
- buttons
- bread crumbs
- bottle caps

SOUND DISPLAY SUGGESTIONS:

- belt
- box
- balloon
- banana
- baseball
- bread
- block
- broom
- bottle

LITERATURE:

- Big Book of Real Boats and Ships by George Zaffo (Grosset and Dunlap, Inc.)
- The Story About Ping by Majorie Flack (Viking Press, 1933)
- Blueberries for Sal by Robert McCloskey (Viking Press, 1948)

RIDDLES:

- What you might use to help hold up your pants. (belt)
- Something small that crawls. (bug, baby)
- A yellow fruit. (banana)

ALLITERATION:

- "Bonnie's baby blew big bubbles."

OCCUPATIONS:

- baker
- bus driver
- baseball player

COOKING:

Butter

3 pints of heavy cream
salt
crackers or biscuits (to serve the butter on)

Pour cream into baby food jars, making them about a third to a half full. Close tightly. Shake until butter forms. Separate it from the whey by pouring it into a sieve. Use a rubber scraper to pat the butter in the sieve into a mass. Add salt to some of the butter and leave some without salt.

- Taste the buttermilk that is left over.
- Use the electric mixer for quicker results.
- Snack Time: taste the butter on crackers or biscuits.

Biscuits

1 3/4 cups sifted all-purpose flour
1 teaspoon salt
3 tablespoons butter
2 1/2 teaspoons combination-type baking powder
3/4 cup milk

Re-sift the flour with the salt and baking powder. Chop and cut in the butter. Add the milk and stir until the mixture has an even consistency. Place the dough on a lightly floured surface and roll it with a lightly floured rolling pin till about 1/4" thick. Cut with a lightly floured biscuit cutter. Makes about 20 biscuits. Use a spatula to transfer to a greased baking sheet. Place 1" apart. Bake approximately 15 minutes at 425°.

Brownies

4 eggs
1 cup butter
4 squares unsweetened chocolate
1 teaspoon baking powder
2 cups sugar
2 teaspoons vanilla
Dash salt
1 cup flour

Melt the chocolate and butter in a pan. Remove from the stove. Add the rest of the ingredients, beating the eggs first. Stir until well blended. Pour into a 9" x 13" baking pan. Bake at 350° for about 20 minutes. Cut into squares.

GAMES AND ADDITIONAL ACTIVITIES:

- Discuss: buttons, buckles and belts on clothes.
- Discuss: big, bigger, and biggest.
- Discuss colors: blue, brown and black.
- Children lie on their backs; put both legs in the air, bend at the knee, and pedal the bicycle ... fast, faster, fastest.
- Be rocking boats; row the boats; sail the boats.

Balloon-Bat Relay

Divide your class into two equal teams. Line up half of each team on either side of the room or playground so that members of the same team are directly across from each other. Give the first child on each team on one side of the room a ballon. These two children should bat the balloon with their hands across the room until they reach their teammate.

They should then go to the back of the line and sit down. The children on each team continue batting the balloon back and forth across the room until every child has had a chance to participate. The first team to have all its members sitting is the winner.

Write "b's" on the balloon. Take home.

Tin Can Boat

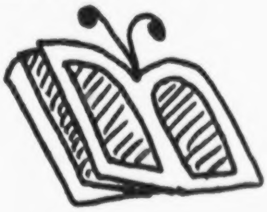
Prepare the cans carefully so that they are safe to use. Wash the cans carefully and after they are thoroughly dried, use masking tape around the cut edges. Use a low round can like a tuna fish can or flat rectangular can such as a sardine can. Poke two holes in a paper sail. Thread a straw through the holes. Anchor the sail with a ball of clay. A sardine can with a smaller round can on top of it, topped off with a piece of cardboard tubing from a paper towel roll, makes a super boat!

Stitching B Pictures

Draw simple pictures of objects beginning with B on large pieces of cardboard: ball, bat, bear, basket, belt, bulb, bus, bell, bow, etc. Punch or poke holes about an inch apart around the outline of each picture. Have available pieces of yarn knotted at one end, with scotch tape around the other end, or use a tapestry needle if you prefer. Have the children stitch in and out of the holes to form a yarn outline of their picture. Children with good manual dexterity may be able to stitch these objects on burlap. Use only those pictures that make a continuous outline, so that the children will not have to restitch sections or use more than one piece of yarn.

Butterfly B's

For each child, draw two large B's, as illustrated, on two pieces of 9" x 12" white paper. Have the children cut around the outline of their two B's; then have them cut out the half circles in the middle. Offer your help if the students are having difficulty cutting. Tell the children to color the B's, which will be the wings of the butterfly. Have them paste colorful construction paper between the two B's, thereby forming a sandwich. Direct the students to fold the half circles of their B together, so that it looks like butterfly wings. Have the students add pipe cleaners for antennae.



Bowls

Materials: clay
round cookie cutters

Each child should take a small piece of clay and bang it out to look like a pancake. Then he/she will use a round cookie cutter to cut out the round bottom of the dish. After the bottom is made, children should roll out clay to look like snakes. It should be wound around the edge of the bottom. Each time around, the bowl's edges get higher and higher. It does not matter how many clay snakes are used as long as the end of one and the beginning of another are pressed together. When the pots are finished, they can dry and be fired or painted.

A simpler version of pot-making for less mature children involves making a ball of clay and dropping it on the table with enough force to flatten one side of the ball, which will be the bottom. Then a hollow can be scooped out of the top to make a bowl part of the dish.

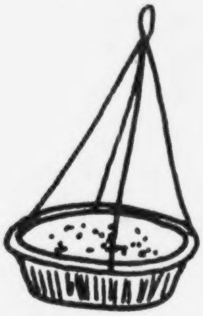
Bird Feeders

Materials: nails
hammer
string
foil pot-pie dishes or lower half of a well-rinsed Clorox bottle

Punch four holes on opposite sides of the dish; thread a piece of string through each hole and tie at the bottom so that the string will slip through the hole. Then cut off the string at about 2 1/2 feet. Tie the four tops together. Last of all, put in bird seed.

Bird Pudding

1/3 ground suet
1/3 peanut butter
1/3 mixed bird seed



Bugs

Glue strips of bright tissue paper around a round wad of white tissue. Attach one end of strips of colored crepe paper (cut across the grain) to the bug. Twist the crepe so it looks like long, semi-curly feelers. Fasten a rubber band to the bug so it bounces. Children should be provided with a time for playing with the bugs and engaging in dramatic play.

Berries, Beads, and Bodies

Cranberries are best for berry stringing. You'll need large needles and tough thread. You can add cognitive-skill teaching to this activity by putting marshmallows on the table. Put out a picture of two reds,

one white, two reds, one white; or one white, one red, one white, one red; or one red, three whites, one red, three whites, etc.

Some may want to copy your patterns, but very likely will prefer to simply string berries. On the other hand, other children may enjoy the challenge of making their design match yours. You can make your design increasingly complex to challenge your most mature children.

Bodies

Make tagboard (oaktag, cardboard) life-size "children." Discuss the parts of the body with the children--head, neck, arms, hands, legs, feet, and this big part that connects it all together--the body. Children can paste on cloth or paper clothes and make features.

Experiment with Boats in Water

- Why does the boat stay afloat?
- What makes a sailboat move fast or slowly?

Bubbles

Make a mixture of detergent and water. Provide each child with a straw.

- What makes the bubbles move?
- What makes the colors?
- Where else do you see these colors?

Music

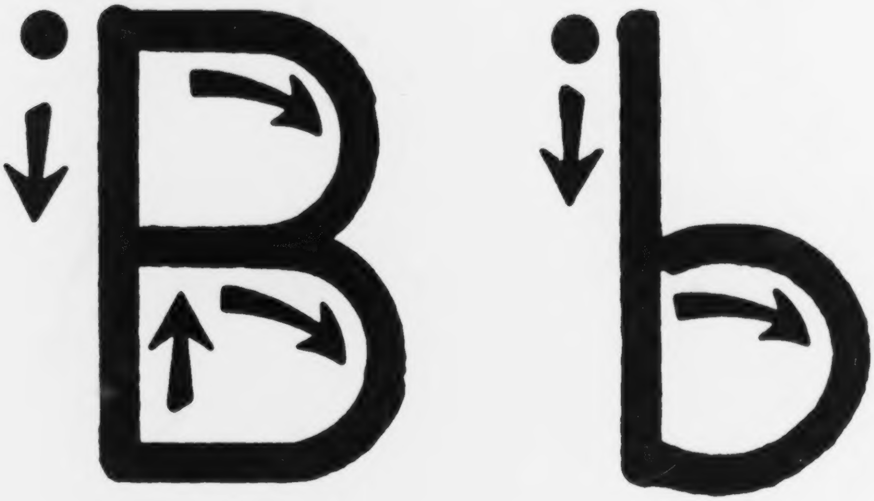
- "Row, Row, Row Your Boat"
- "Brahms' Lullaby"
- "Baa, Baa, Black Sheep"

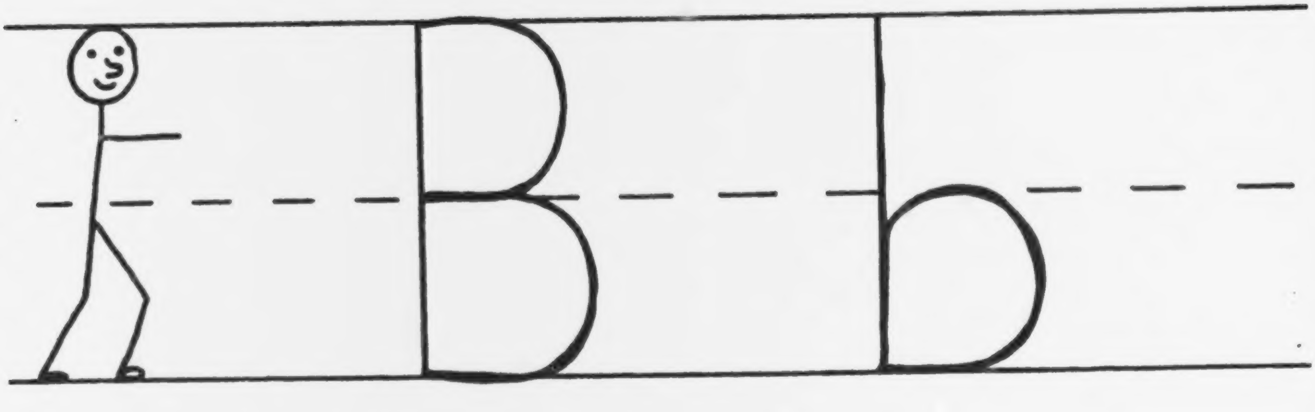
- "My Bonnie"

  Sing or recite first verse so children can hear the /b/ sound. Children stand, sit or stoop everytime they hear a word with the beginning /b/ sound. Alternate motions until the song ends.

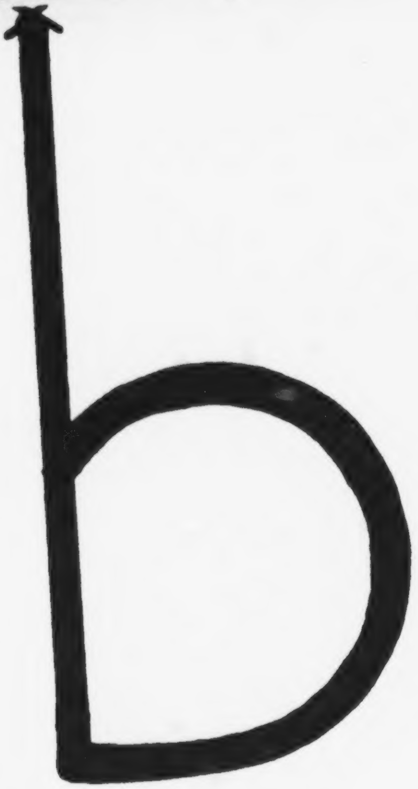
  My Bonnie lies over the ocean,
  My Bonnie lies over the sea,
  My Bonnie lies over the ocean
  Oh, bring back my Bonnie to me, to me.
  Bring back, bring back, oh, bring back
  My Bonnie to me, to me.
  Bring back, bring back, oh, bring back
  My Bonnie to me.

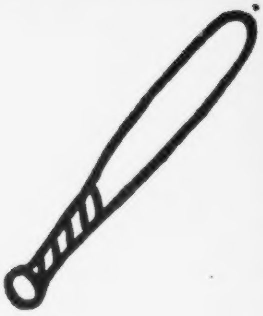
Last night as I lay on my pillow
Last night as I lay on my bed
Last night as I lay on my pillow
I dreamed I heard my Bonnie say
Come back, come back, oh, come back
Dear Bonnie to me, to me.
Come back, come back, oh, come back
Dear Bonnie to me.





Upper case B: 1 stroke	Begin at the head line, pull straight down to the foot line. Trace back up the same line to the head line. Curve around to the right to form a half circle that touches the first line you made at the waist line. Curve around to the right again to make a half circle that touches the first line you made at the foot line.
Lower case b:	Begin at the head line, pull straight down to the foot line. Trace back up the same line almost to the waist line. Curve around to the right to make a half circle that touches the first line you made at the foot line.





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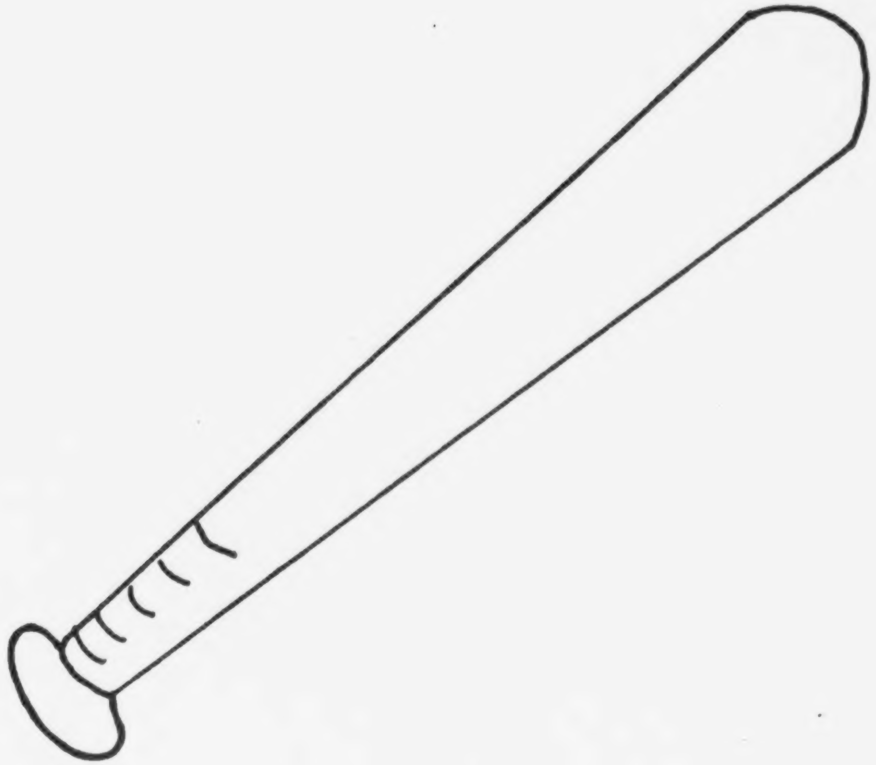


b

o b a c m b f o b

b a p g b t a b b

C

MULTI-SENSORY LETTER SUGGESTIONS:

- cotton
- corduroy

SOUND DISPLAY SUGGESTIONS:

- comb
- cab
- corn
- cookies
- cans
- candy
- coins
- cupcake
- cotton
- card
- cake

LITERATURE:

- Millions of Cats by Wanda Gag (Coward, McCann and Geoghegan, 1956).
- The Very Hungry Caterpillar by Eric Carle (World Publishing Company, 1970).
- Terry and the Caterpillar by Millicent Selsam (Harper and Row, 1962).
- Caps for Sale by Esphyr Slobodkina (Young Scott Books, 1947).

Poetry

The Kitten
by Ogden Nash

The trouble with a kitten is
THAT
Eventually it becomes a
CAT

RIDDLES:

- "I'm Thinking of Something" - Have a child think of one object that begins with /c/ that is in the closet and give clues about it. "You can eat it. It's color is orange. What is it?" (Answer: Carrots)

ALLITERATION:

- "Catch a calico cat."

OCCUPATIONS:

- carpenter
- cook
- custodian
- clerk

COOKING:

Cereal Candy

1 package butterscotch bits
1/2 cup peanut butter
3 cups Special K cereal

Heat the butterscotch bits and peanut butter in a pan until bits are melted. Pour this mixture over 3 cups of Special K cereal. Drop by teaspoonful on to waxed paper.

GAMES AND ADDITIONAL ACTIVITIES:

- CLAY Cs: Make Cs from rolls of modeling clay.
- FINGER Cs: Make C with the thumb and finger of the left hand.
- COOKIE Cs: Pass out round cookies to the children. Tell them to take a bite out of the right side. A C shape results.
- Make a caterpillar from many lower case cs written close together to form the body.

Caterpillars from Egg Cartons

Cut the bottom of each egg carton in two so that you have two strips of six cups. Turn the egg carton over and paint. Draw eyes on the first cup and put bent pipe cleaners in for the caterpillar's feelers.

Clap a Name

Say each child's name clearly in its logical sections (syllables), giving one sharp clap on each syllable. For example, Kath (clap)/ryn (clap); Bill (clap); Ben (clap)/ji (clap). Teaching syllables, or the sound of word sections, is teaching a reading readiness skill. Children learn best when learning relates to themselves. Another day this week, clap the syllables of words naming familiar things in the room: ta (clap)/ble (clap); dish (clap)/es (clap).

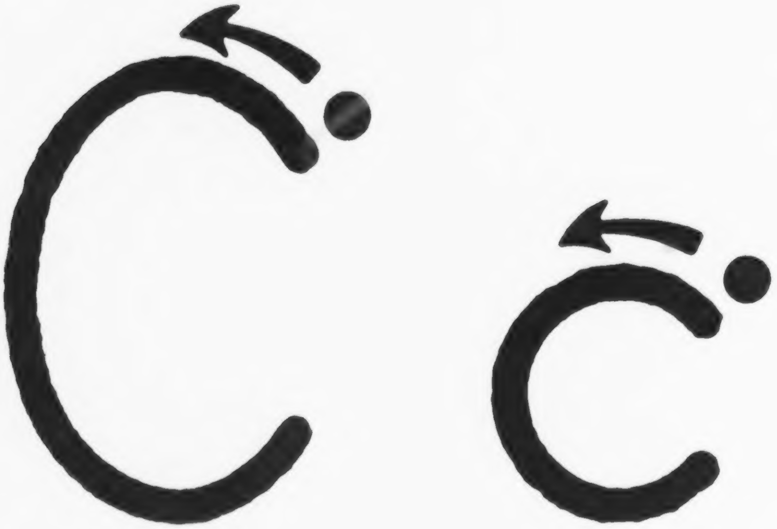
Crows and Cranes

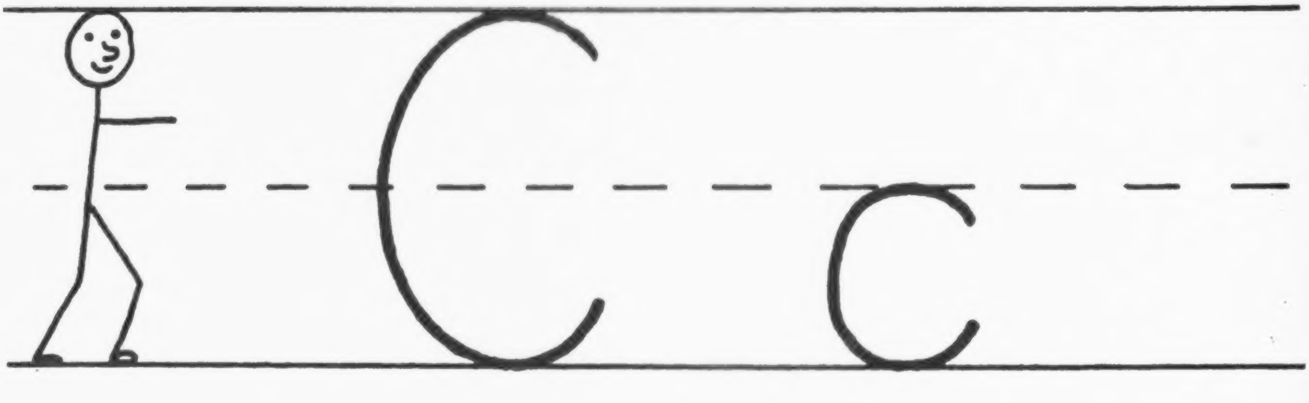
Divide the children into two teams, one to be crows and one to be cranes. The two rows line up about three feet apart, facing each other. A goal line is marked about twenty-five feet behind each team. When you call "Cranes!," the crane team runs to reach their goal line. The crows all run after them, trying to tag them. Any tagged crane has to become a crow and play on that side. Then call "Crows!" and so on. No one wins or loses this game.

Crouch like a lion.
Crawl like a snake.
Creep like a tiger hunting for food.
Climb like a monkey.
Cuddle up like a furry bear.

- Set up Candy Kitchen in cooking corner. Plan to have a few coins so that each person in the group can buy candy.

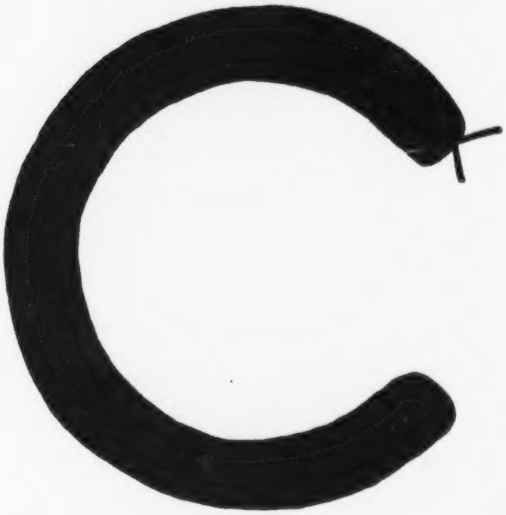
- Take a special trip to the cafeteria. When students return, play Crazy Cafeteria. Arrange objects on a table or desk. Have children pretend they are going through a cafeteria line and must choose an object beginning with /c/ to put on their tray. As each child puts an object on the tray, he/she says "I choose a crayon." Then the child gives the tray to another child who does the same thing.

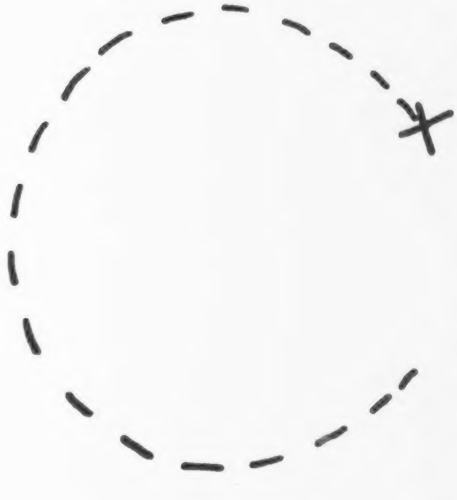


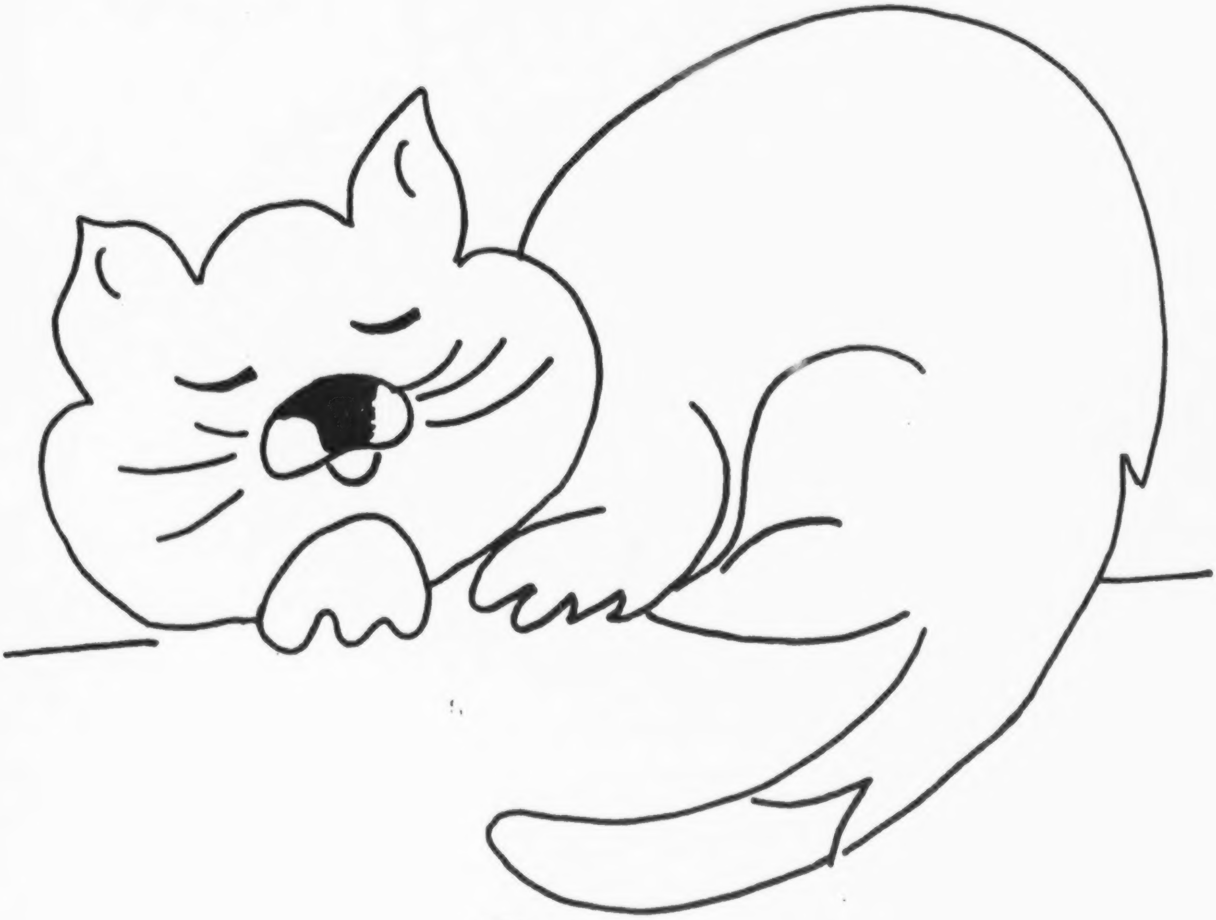


Upper case C: Begin at the hand line curve up and to the left to touch the head line and continue circling down making the letter C sit right on the foot line. Now continue up to the knee line and stop.

Lower case c: Begin just below the waist line curve up to the left to touch the waist line. Circle down make the letter sit right on the foot line. Continue circling up just a little and stop.



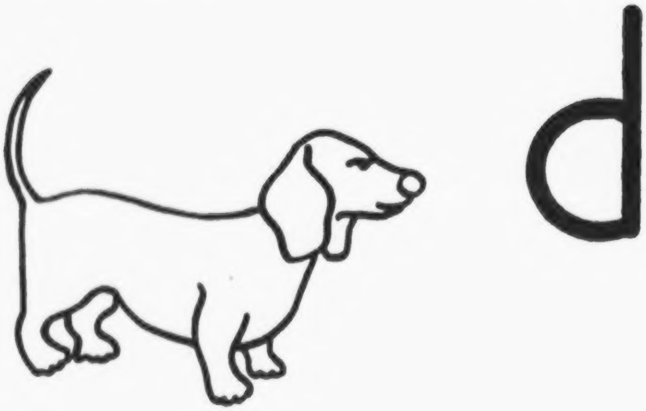




c

a b c e o c m c

c p s c o d c l c



MULTI-SENORY LETTER SUGGESTIONS:

- Children can make "d" from dough, or you can pretend that salt is "diamond-dust" and glue onto pattern of "d".

  Recipe for dough: One part flour
  Half as much salt
  Enough water to make it stiff, like bread dough

  Work it with hands until ready. Makes an excellent task for individual children.

SOUND DISPLAY SUGGESTIONS:

- doll
- dog
- dish
- duck
- diamond
- dinosaur
- drum
- daffodil
- daisy
- deer
- donkey

LITERATURE:

- Danny and the Dinosaur by S. Hoff (Harper and Row, 1978).
- Make Way for Ducklings by Robert McCloskey (Viking Press, 1941).

Poetry

The Riddle

All day long it's "d-d-d-d-d,"
And if you're quiet as can be
You can hear the "d-d-d-d-d-d"
That comes from the old oak tree.
     It's "d-d-d-d-d-d" all morning.
     It's "d-d-d-d-d-d" at noon.
     It's "d-d-d-d-d-d" till evening comes.
     To stop the busy tune.
Have you guessed it yet?...."d-d-d-d-d...
Have you guessed yet who it can be
Working like this...."d-d-d-d-d...
In that friendly old oak tree?   (Woodpecker)

RIDDLES:

- What you would knock on when you want to ask your friend to come out and play. (door)
- An animal that barks. (dog)
- An animal that quacks. (duck)
- An animal that lives in the woods. (deer)

ALLITERATION:

- "Donna and Derrick decided doughnuts are delicious."

OCCUPATIONS:

- doctor
- dentist
- dancer
- dietician

COOKING:

- doughnuts

GAMES AND ADDITIONAL ACTIVITIES:

Name the Dog Contest

Have a picture of a dog and put name tags on the bulletin board of names of dogs which begin with D (Duncan, Dropsy, Doggo, Ditto). Tell the children that some words begin with /d/, like doll, door, dog, desk. Mention that other words have /d/ at the end like red, said, lid, and bird. Explain to the children that they should listen for /d/ at the beginning or the end of the words you say.

Prepare a Dd lettercard to be placed on a chalk tray or felt board. Draw a long dachshund on the blackboard with his/her head at the left and his/her tail at the right, or display a large picture of a dog on the felt board. The children are to put the Dd card on the chalk tray under the beginning (head) or end (tail) of the dog, depending on where they hear /d/ in the word you dictate from the following list:

and
den
wand
grand
door
dump
end
dress

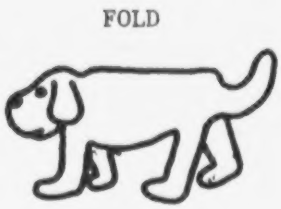
Share this poem with the children, then show how to make 3-D dogs.

My Dog
by Marchette Chute

His nose is short and scrubby;
His ears hang rather low;
And he always brings the stick back,
No matter how far you throw.

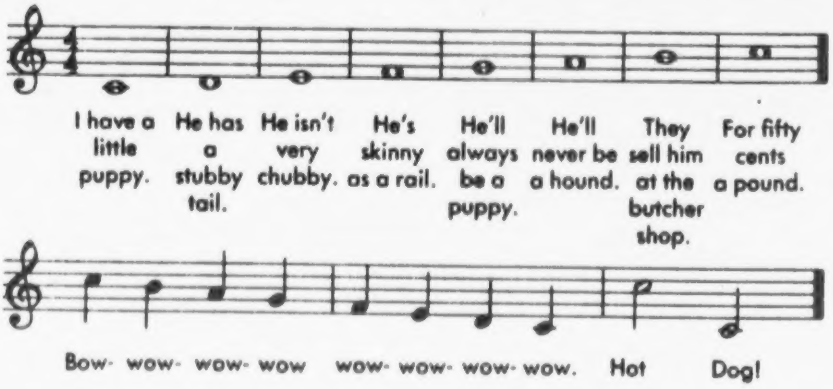
He gets spanked rather often
   For things he shouldn't do,
Like lying-on-beds, and barking,
   And eating up shoes when they're new...

Have the children fold a piece of 9" x 12" construction paper in half along the 12" dimension. Have them trace a pattern of a dog on the paper so that the dog's back and top of his head and tail lie along the fold. Cut both sides of the paper along the traced lines, but do not cut the fold. When opened the dog stands on four legs. Make spots and a face, and color both sides of the dog. A piece of paper could be pasted inside the dog and the child could write DOG, dog on it.



Puppy Song

The following song is a riddle. It is easy to sing as the tune is based on a simple ascending and descending scale.


I have a little puppy.
He has a stubby tail.
He isn't very chubby.
He's skinny as a rail.
He'll always be a puppy.
He'll never be a hound.
They sell him at the butcher shop.
For fifty cents a pound.
Bow- wow- wow- wow
wow- wow- wow- wow.
Hot
Dog!

Dragon Dodge

The children should form a large circle. Five or six children are chosen to form a dragon in the center of the circle by holding the waist of the person in front of them. The children try to hit the tail of the dragon by throwing the ball and hitting the last person in line below the waist. The children who form the dragon wiggle and swing around, moving constantly to prevent the dragon's tail from being hit. If the last person is hit, he/she joins the circle. The player who hit him/her becomes the head of the new dragon, and there is a new last person in line to become the tail.

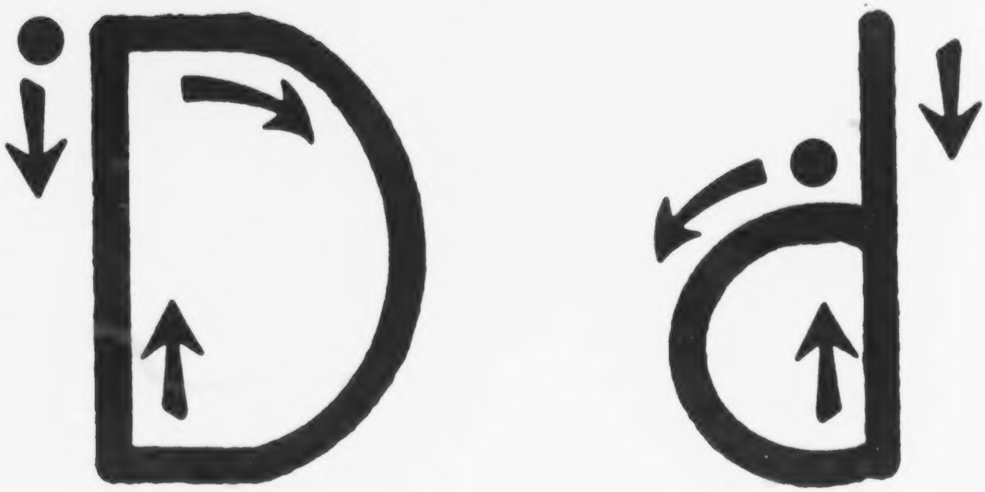
Make Daffadowndilly

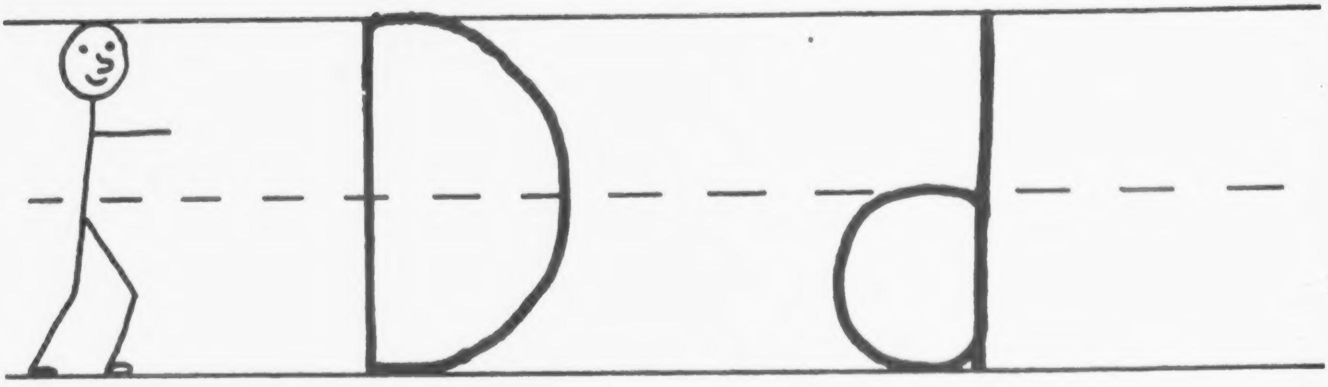
Daffadowndilly
Has come up to town
In a yellow petticoat
And a green gown.

Have the children trace and cut the petals of a daffodil from a pattern (about 5" in diameter) on yellow construction paper. Paste the smallest dixie cup (nut cup size) onto the center. Make a stem from green construction paper and cut long green paper triangles for leaves. Mount these along the edge of a bulletin board and display Dd handwriting papers in the center.

The word Daffadowndilly may be displayed also, with perhaps the three D's outlined in color. The children should not be expected to read the word, but just to find the familiar letters in it.

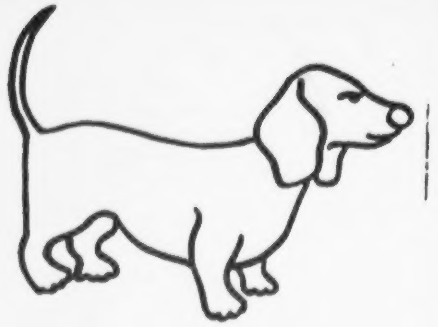
. On the blackboard, write the word odd saying aloud the names of the individual letters that compose it. Explain to the children that when /d/ is heard at the end of a word, it is sometimes spelled with two ds, but that the sound is said and heard only once. Guide the children to blend the phonemes /od/ until they can read odd smoothly. Discuss the meaning of the word odd in its various interpretations (unusual, different, funny) and have the children think of things that are odd. Encourage the use of complete sentences when the children are using the word odd. Have the children draw an odd dog.

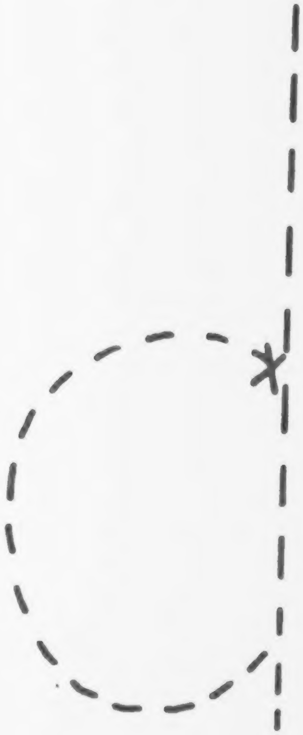




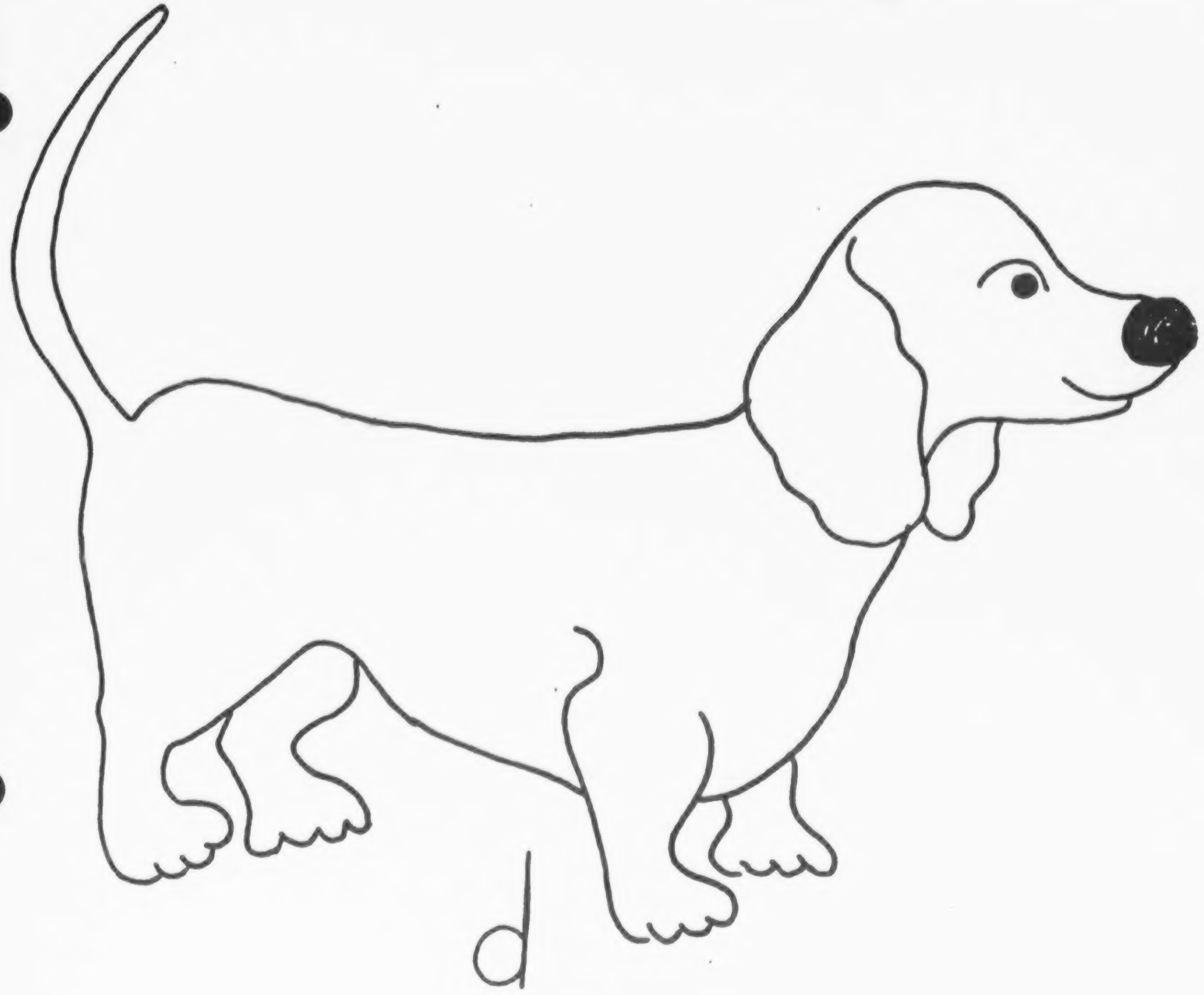
Upper case D: 1 stroke	Begin at the head line--pull straight down to the foot line, trace back up to the head line. Now make a half circle out to the right that reaches down to touch your line at the foot line.
Lower case d: 1 stroke	Begin at the waist line--circle to left and down to sit right on the foot line. Continue up to the starting point and continue straight up to the head line. Now pull and trace straight down to the foot line.

d





x



defobcldao

sndgrbaldn

e

MULTI-SENSORY LETTER SUGGESTIONS:

- broken egg shells

SOUND DISPLAY SUGGESTIONS:

- elephant
- eggs
- envelopes
- eggplant
- sample of embroidery
- ebony
- editorial from newspaper
- evergreen

LITERATURE:

- Horton Hatches the Egg by Dr. Seuss (Random House, 1940).
- The Wonderful Egg by G. Schloat (Scribner, 1952).
  *This is not a storybook. It has photographs showing all stages from egg to hatched chick. If the introduction of "e" coincides with an egg hatching activity, this book would be helpful.

Poetry

"E" Is the Escalator
by Phyllis McGinley

E is the Escalator
That gives an elegant ride.
You step on the stair
With an easy air
And up and up you glide.
It's nicer than scaling ladders
Or scrambling 'round a hill,
For you climb and climb
But all the time
You're really standing still.

- Draw an escalator on the board. Write a word on the steps of a descending escalator, placing one letter on each step so that the work reads from top to bottom. Have the children move down the escalator by blending the letter sounds together to read the word. Encourage the children to blend the sounds quickly and smoothly without stopping. Slide your hand or a marker along to aid in smooth blending.

Poetry

Eletelephony
by Laura E. Richards

Once there was an elephant,
Who tried to use the telephant--
No! No! I mean an elephone
Who tried to use the telephone--
(Dear me-o I am not certain quite
That even now I've got it right.)

Howe'er it was, he got his trunk
Entangled in the telephunk',
The more he tried to get it free,
The louder buzzed the telephee--
(I fear I'ds better drop the song
Of elephop and telephong!)

RIDDLES:

For fun the riddles could be written and placed inside Leggs containers. The children could draw one, the teacher could read the riddle and the child could call on children who know the answer.

- You need me to send a letter. What am I? (envelope)
- I always carry my trunk with me. What am I? (elephant)
- I go up and down. What am I? (elevator or escalator)
- I live in a very cold climate? (Eskimo)

Eskimos

Eskimo Doll can be made by running a ditto of the Keyword picture. Color the doll, cut it out, staple and stuff with newspaper.

Books

- The First Book of Eskimos by B. Brewster (Watts, 1952).
- Likoshi Learns to Hunt Seals by R. Creekmore (Macmillan, 1946).
- Their First Igloo by M. Henry (Whitman Publishing Company, 1943).

ALLITERATION:

- "Eddie the elf put the egg on the edge."

OCCUPATIONS:

- elephant trainer
- exercise leader

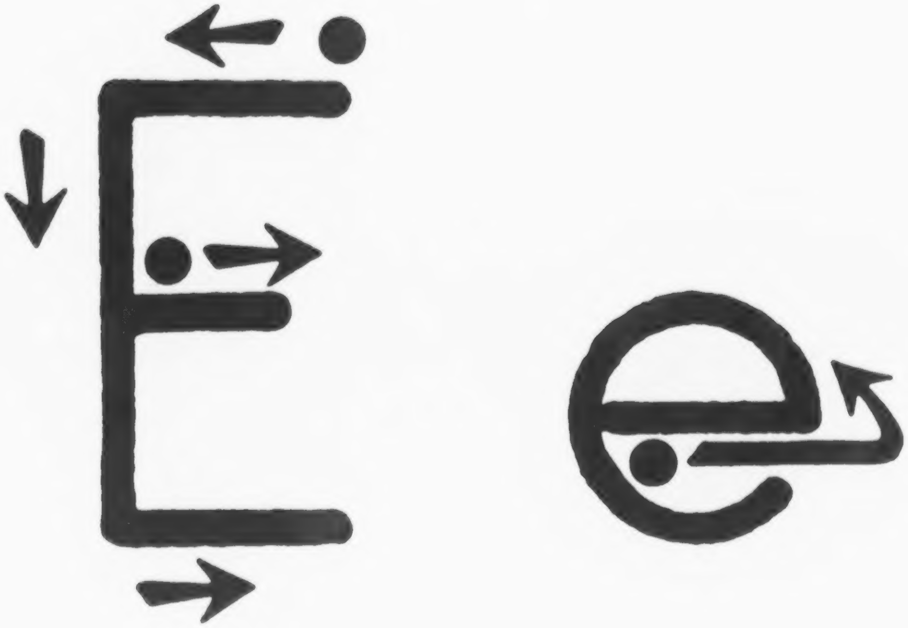
COOKING:

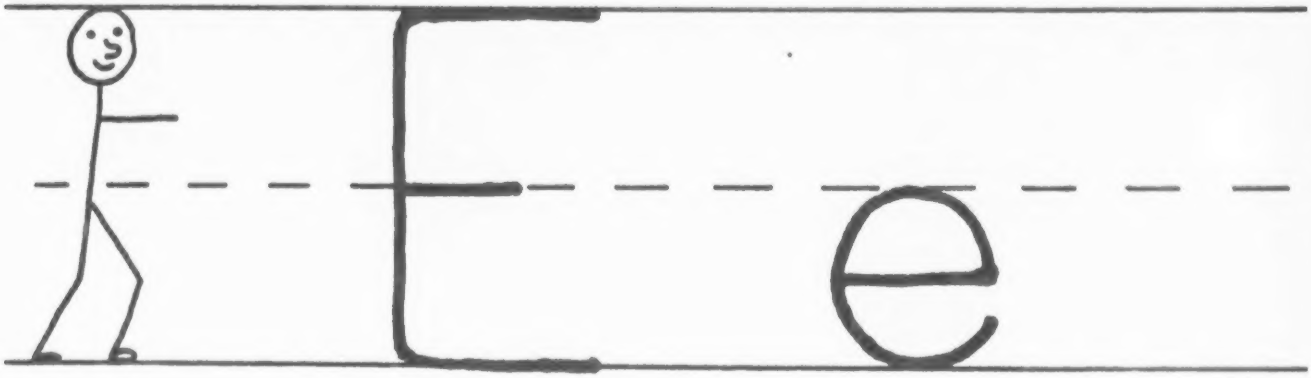
- Cooking hard-cooked or scrambled eggs. This may be an opportunity to introduce eggplant to the children. Some may have never tasted eggplant.

GAMES AND ADDITIONAL ACTIVITIES:

Egg Shell Garden

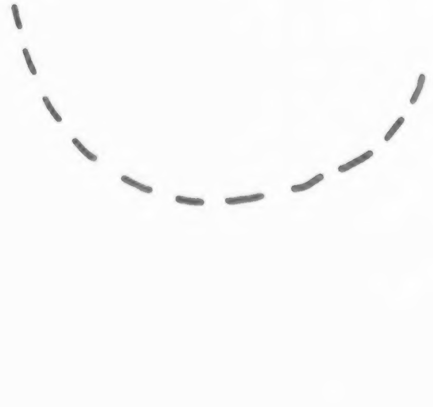
Have the children bring in egg shells with one half to three quarters of the shell intact. Dye the egg shells in a mixture of one tablespoon vinegar, one half cup of water, and a few drops of food coloring. Fill the shells with soil and plant marigold seeds in them.





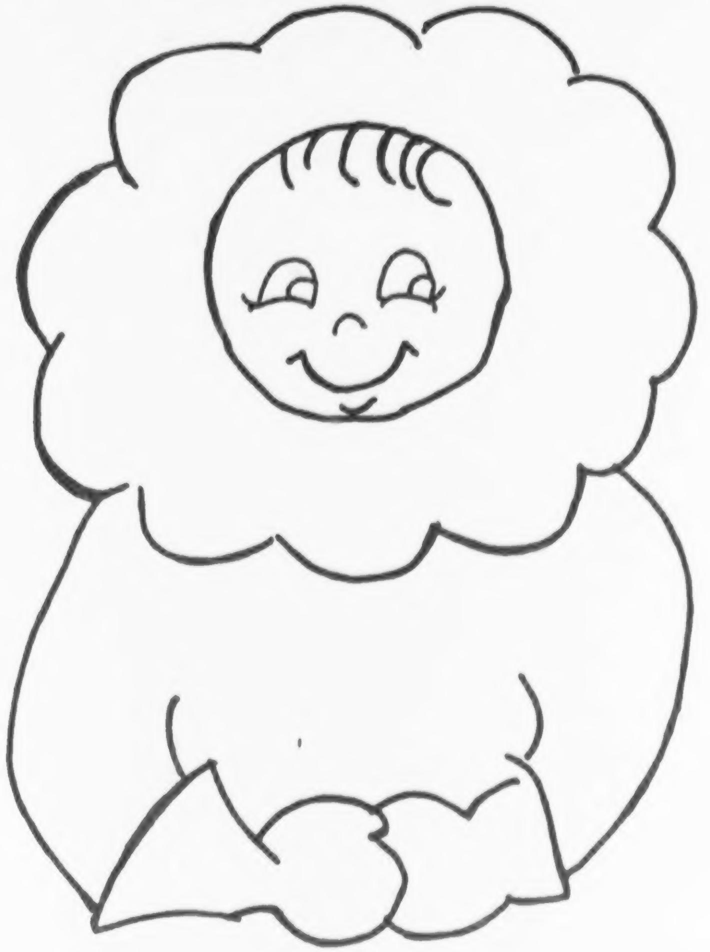
Upper case E: 2 strokes	Begin at the head line--make a short straight line from right to left along the head line, turn the corner. Now pull straight down to the foot line. Turn the corner and make a short straight line from left to right along the foot line. Stop--Pick up your pencil and put it where your line meets the waist line. Make a short straight line from left to right along the waist line.
Lower case e: 1 stroke	Begin at the knee line. Make a short straight line from left to right along the knee line--circle up and to the left to touch the head line and continue down and around to set right on the foot line--continue up a very little bit above the foot line.

e



X

928



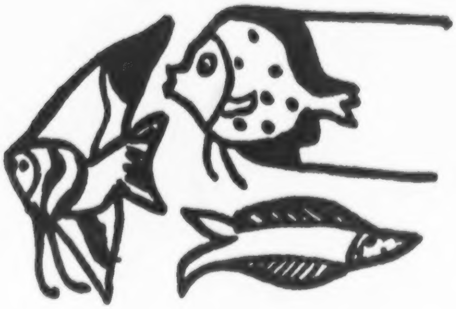
e

abecogeae

ecomecee

63/64

f



MULTI-SENSORY LETTER SUGGESTIONS:

- fish food
- foil
- foam (styrofoam packing pieces)
- finger-prints (tips of fingers dipped in fingerpaint)

SOUND DISPLAY SUGGESTIONS:

- fur
- fire engine
- fly
- roll of film
- fish bowl with fish
- fork

LITERATURE:

- The Story of Ferdinand by M. Leaf (Viking Press, 1936).
- The Little Fireman by M. W. Brown (W. R. Scott, 1952).

Poetry

Fog
by Carl Sandburg

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then, moves on.

The Goldfish
by Dorothy Aldis

My darling little goldfish
Hasn't any toes;
He swims around without a sound
And bumps his hungry nose.
He can't get out to play with me,
Nor I get in to him,
Although I say: "Come out and play."
And he -- "Come in swim."

F Is the Fighting Firetruck
by Phyllis McGinley

F is the fighting Firetruck
That's painted in a flaming red.

When the signals blast it
It follows fast when the Chief flies on ahead.

And buses pull to the curbing and the siren's furious cry,
For early or late
They have to wait
When the firetruck flashes by.

Feather Or Fur
by John Becker

When you watch for
Feather or fur
Feather or fur
Do not stir
Do not stir.

Feather or fur
Come crawling
Creeping
Some come peeping
Some by night
And some by day.
Most come gently
All come softly
Do not scare
A friend away.

When you watch for
Feather or fur
Feather or fur
Do not stir
Do not stir.

RIDDLES:

- The number of fingers you have on one hand. (five)
- What skin is sometimes called. (flesh)
- How you move when you're in a hurry. (fast)

ALLITERATION:

- "Five funny farmers fixed their fields."

OCCUPATIONS:

- fireman
- farmer
- fisherman
- forest ranger
- Invite community resource people to talk with the children.

COOKING:

Fudge Drops

Melt 2 packages semi-sweet chocolate bits in the top of a double boiler. Stir in 1 cup condensed milk. Blend well and drop by teaspoonful onto wax paper.

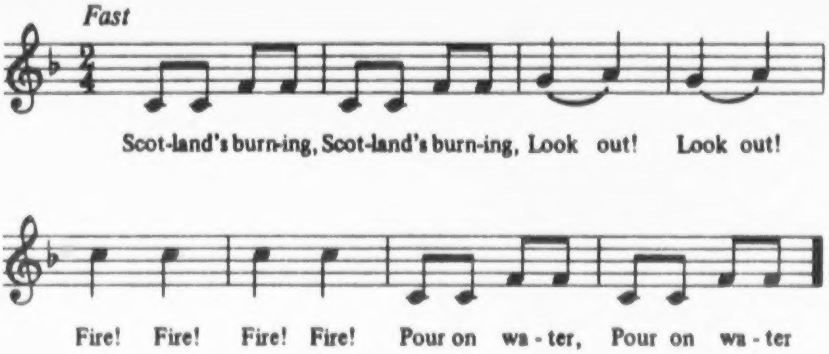
GAMES AND ADDITIONAL ACTIVITIES:

Fireman's Hat

Have the children cut out a large egg shape from a piece of 18" x 24" construction paper. Cut a semi-circle in the center of the egg. When the semi-circle is cut, the opening should fit the child's head and the resulting flap becomes the crown of the hat. The child can write his/her name there or draw a fireman's insignia.

A Singing Round

Teach the following words and tune to your children in unison. Then divide them into two groups and sing "Scotland's Burning" as a round. The second group should begin singing when the first group begins "Look Out!" The resulting round has the excitement and cacophony usually associated with fires.


Fast
Scot-land's burn-ing, Scot-land's burn-ing, Look out! Look out!
Fire! Fire! Fire! Fire! Pour on wa-ter, Pour on wa-ter

. When the children are ready to write the letter "f", make a footprint on a piece of newsprint, cut it out and write an "f" on it to take home.

Shoebox Fish

Have the children draw, color and cut out small fish. Suspend these by string from the top of a shoebox laid sideways. Draw water plants along the backside of the shoebox and color the bottom. Cover the open side with blue cellophane to create the effect of water.

. Develop vocabulary, listening skills and motor skills with this activity:

> "I went down to the pond one day and I saw frogs--big, fat frogs, little baby frogs, frogs sitting and sunning, frogs

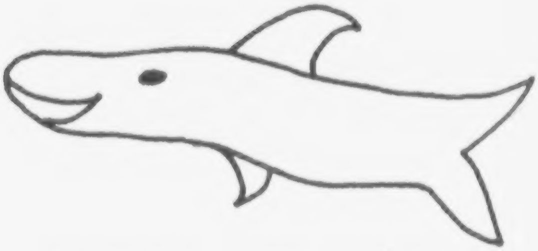
swimming, frogs hopping. See if you can be frogs doing all these things. See if you can be foxes, fish, farmers, fairies, etc. (changing the actions to be appropriate).

- Read the following poem to your children having them imitate with their hands the movements suggested in the poem.

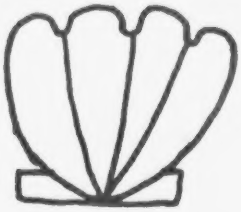
Fish
by Mary Ann Hoberman

Look at them flit
Lickety split
Wiggling
Swiggling
Swerving
Curving
Hurrying
Scurrying
Chasing
Racing
Whizzing
Whisking
Flying
Frisking
Tearing around
With a leap and a bound
But none of them making the tiniest
tiniest
tiniest
tiniest
tiniest
sound.

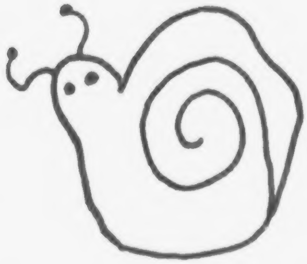
Finger Fish



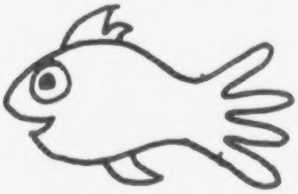
Tiny Fish: Trace around thumb.



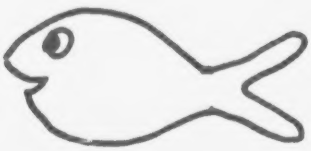
Clam Shell: trace around knuckles of the fist.



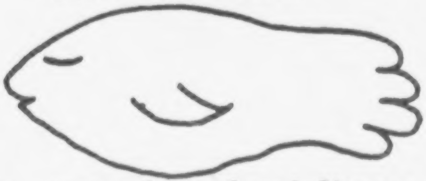
Snail: trace thumb and knuckles of fist.



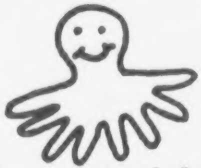
Fish: trace four open fingers for tail. Add a head.



Fish: trace two fingers spread in the shape of a V.

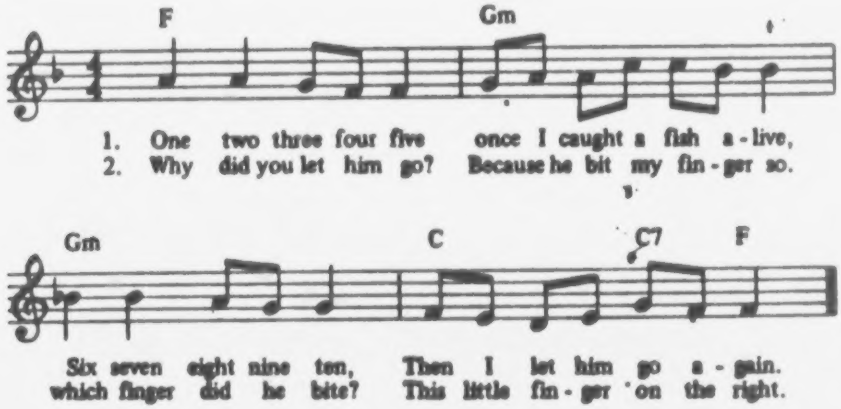


Fish: trace four closed fingers.



Octopus: trace around four flared fingers twice and add a circle for the body.

Finger Fish Song


F
Gm
1. One two three four five once I caught a fish a - live,
2. Why did you let him go? Because he bit my fin - ger so.
Gm
C
C7
F
Six seven eight nine ten, Then I let him go a - gain.
which finger did he bite? This little fin - ger on the right.

Fish Dish

Have the children make a fish dish from a paper plate with a tail and fins cut from colored construction paper. Use the fish dishes for serving little "Goldfish" crackers.

A group can work on one large fish. Draw an identical large fish shape on two pieces of brown paper. Make it quite wide. Several children can work at decorating the two sides of the fish. When the fish is finished, staple the sides together, leaving an opening for stuffing. Stuff the fish and suspend it from the ceiling so it can "swim" above everyone's head.

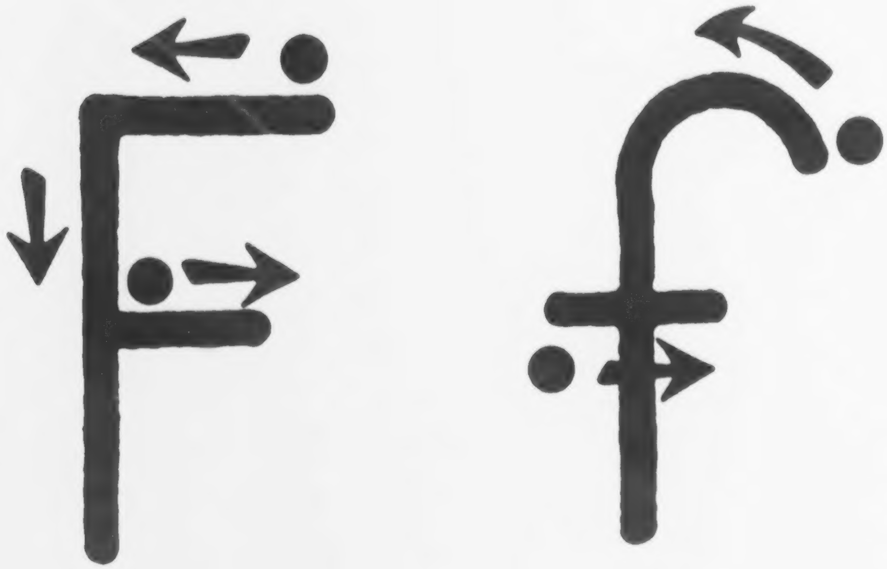
Fossils

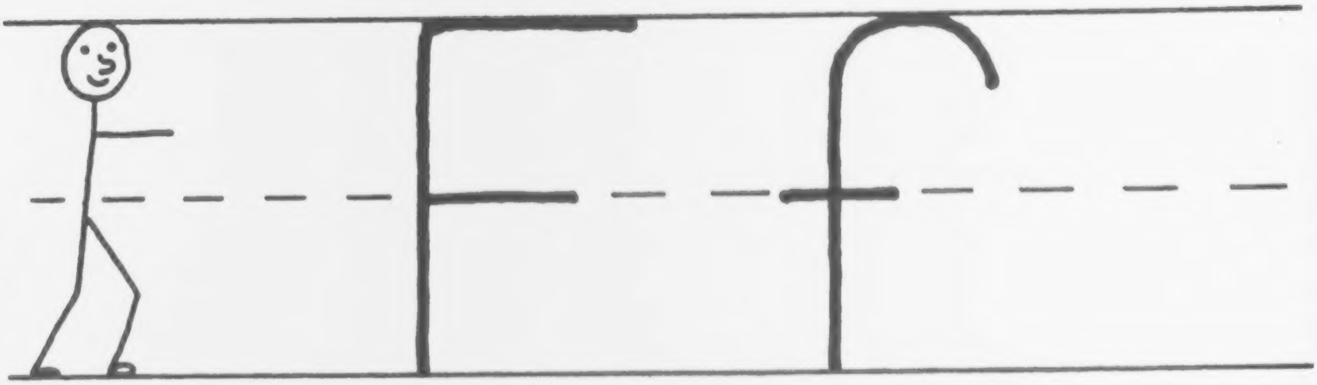
Fossils can be made by pouring plaster of Paris into small tins (lids). While still soft, chicken bones, shells, marbles and sticks may be added to give a "fossil" look. Pull these out just before hardening.

Fish Facts

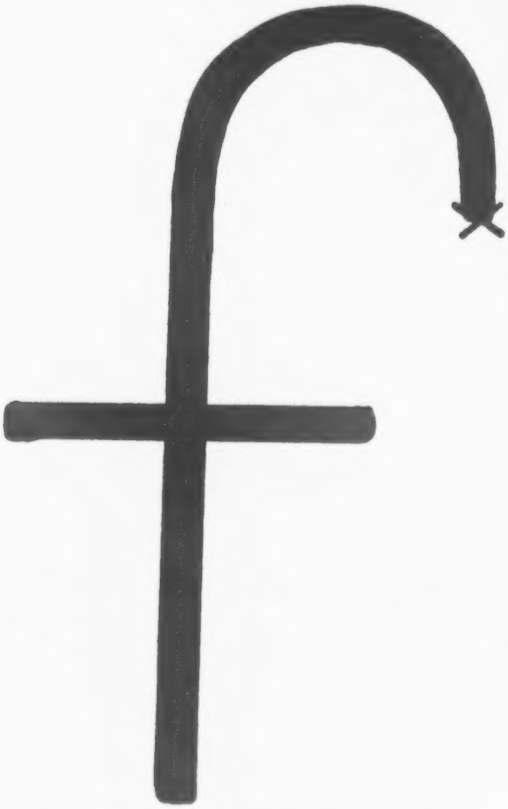
Display pictures of different kinds of fish. Bring a small aquarium of goldfish or tropical fish into the classroom so the children can visualize gills, fins and scales. Lead a class discussion about fish, including some of the following information:

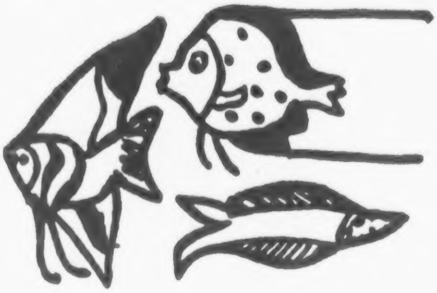
- Fish live in water (oceans, rivers, lakes, streams and ponds) throughout their lives. Some live in salt water; some in fresh water. In place of arms and legs, fish have two pairs of fins which aid in swimming.
- They breathe by gills rather than lungs.
- Fish were the first animals with backbones.
- Hard scales cover the bodies of most fish.
- Fish are kept in aquariums for enjoyment.
- Fish help man by eating mosquitoes.
- Fish are colored to match their environment. Most ocean fish are blue-green and silver below. Fish living near the ocean bottom are colored like the bottom and are eel-shaped so they can hide themselves easily. Fish that live in seaweed look like seaweed in shape, color and movement.

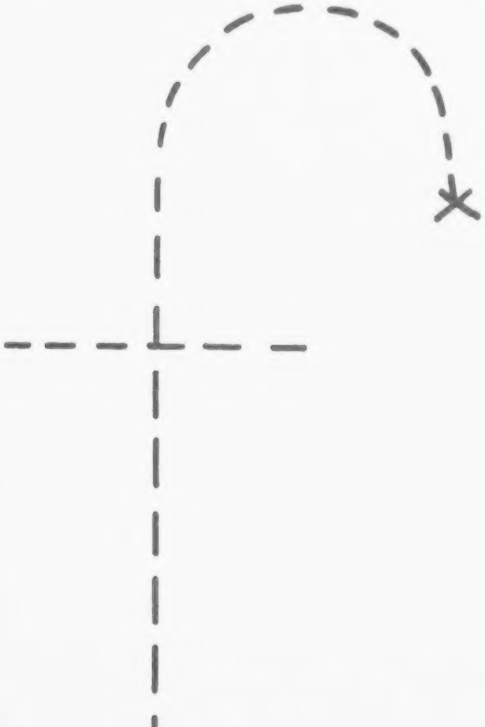




Upper Case F: 2 strokes	Begin at the head line, make a short straight line from right to left along the head line, turn the corner. Now pull straight down to the foot line. Pick up your pencil and put it where your line meets the waist line. Make a short straight line from left left to right.
Lower case f: 2 strokes	Begin a little below the head line. Move up a little to touch the head line, curve around, pull straight down through the waist line and stop at the foot line. Pick up your pencil and cross the f from left to right alone the waist line.







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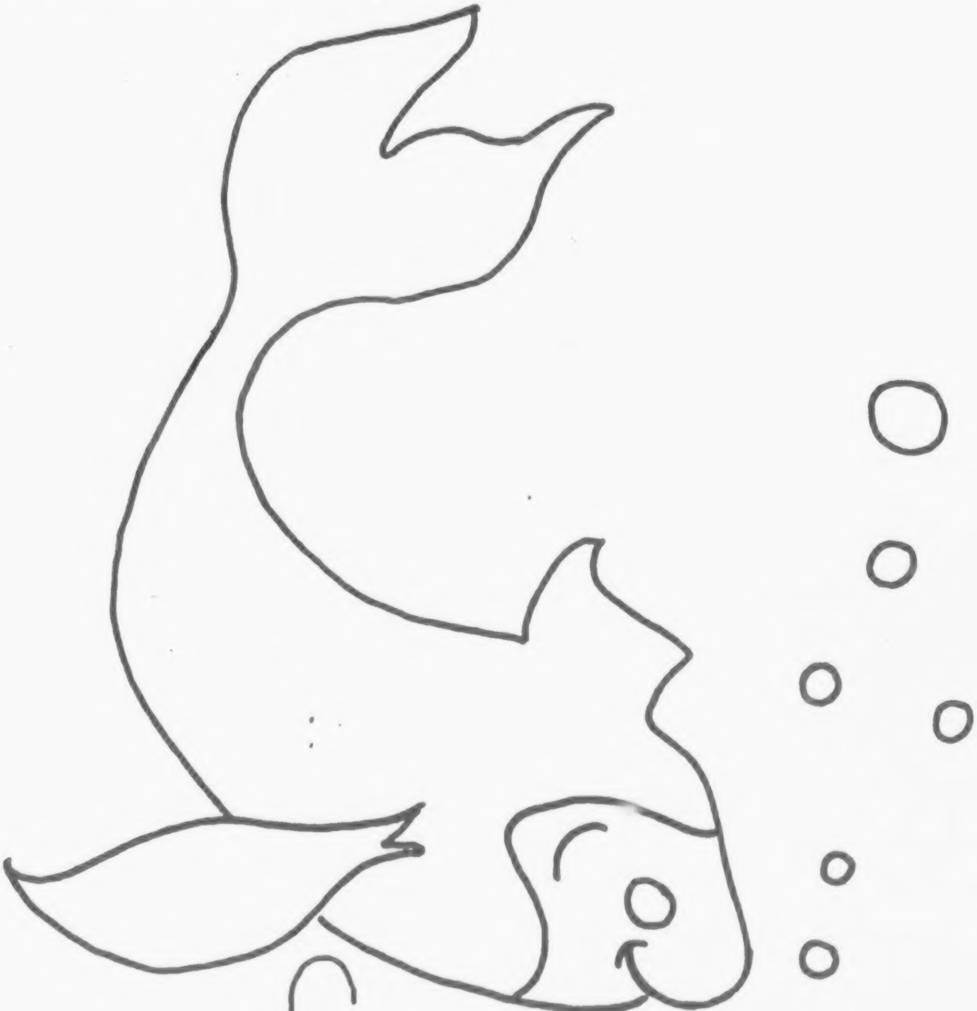


f

f g n t z f s h t

s o h f k a f r m f

g

MULTI-SENSORY LETTER SUGGESTIONS:

- glitter
- glue (with food coloring)

SOUND DISPLAY SUGGESTIONS:

- gum
- glove
- goldfish
- grapefruit
- glue
- grapes
- guitar
- grass

LITERATURE:

- The Three Billy Goats Gruff by the Grimm Brothers (retold by many).

Poetry

A Gopher in the Garden
by Jack Prelutsky

There's a gopher in the garden, and he's eating all the onions,
and he's eating all the broccoli and all the beets and beans,
and he's eating all the carrots, all the corn and cauliflower,
all the parsley, peas and pumpkins, all the radishes and greens.

At breakfast, lunch or dinnertime the gopher is no loafer
and he quickly will devour everything before his eyes.
He does not even hesitate to eat a cabbage twice his weight,
or a watermelon five or six or seven times his size.

Five Little Ghosts
by Florence S. Murray

Five Little Ghosts dressed all in white
Were scaring each other on Halloween night.
"Boo" said the first one, "I'll catch you!"
"Woooo" said the second one, "I don't care if you do!"
The third ghost said, "You can't run away from me."
And the fourth one said, "I'll scare everyone I see."
The the last one said, "It's time to disappear
See you at Halloween time next year."

RIDDLES:

- Show one child a picture of something that begins with /g/. Have the child make up a riddle about the word or picture. A good vocabulary builder.

ALLITERATION:

- "Gary grows green grass by his garage."

OCCUPATIONS:

- guard
- governor
- grocer
- governess

COOKING:

Grape Jelly

3 1/4 cups sugar
3/4 cup frozen grape juice (6-ounce can)
1 1/2 cups water
1/2 bottle Certa fruit pectin

Measure sugar and water into saucepan. Mix. Bring to a full boil over high heat. Boil hard for 1 minute, stirring constantly. Remove from heat and stir in grape juice. Add Certa and mix. Pour quickly into glasses. Cover and refrigerate.

GAMES AND ADDITIONAL ACTIVITIES:

Marshmallow Ghosts

Give each child a marshmallow, a popsicle stick or twig of comparable length, a piece of kleenex, and a piece of string or yarn. Have him/her put the marshmallow on the stick and cover it with the kleenex. Tie the kleenex beneath the marshmallow with a piece of string. With black crayon or felt tip pen, put eyes and a mouth on the head of the ghost. The child can hold his/her ghost by the stick with the kleenex covering hand.

Gloves

Have the children trace around both hands. If they have difficulty tracing their right hand (if right-handed) or left hand (if left-handed), have another child help them to do the tracing. Cut out the hands. With crayons, have the children color and put a design on one side of their gloves, and put Gg on the back. Punch a hole in each glove and tie them together with string.

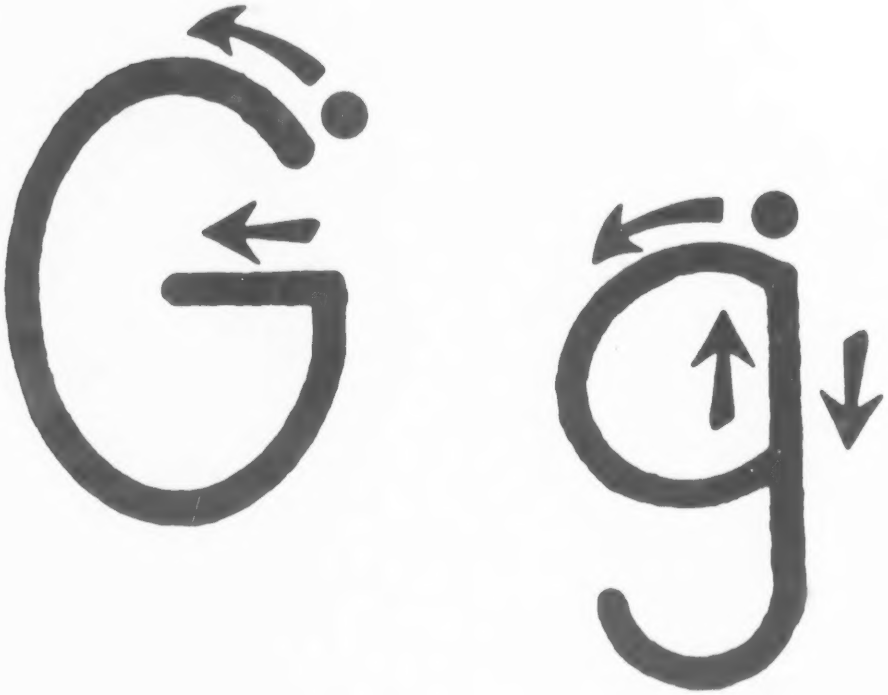
Bunch of Grapes

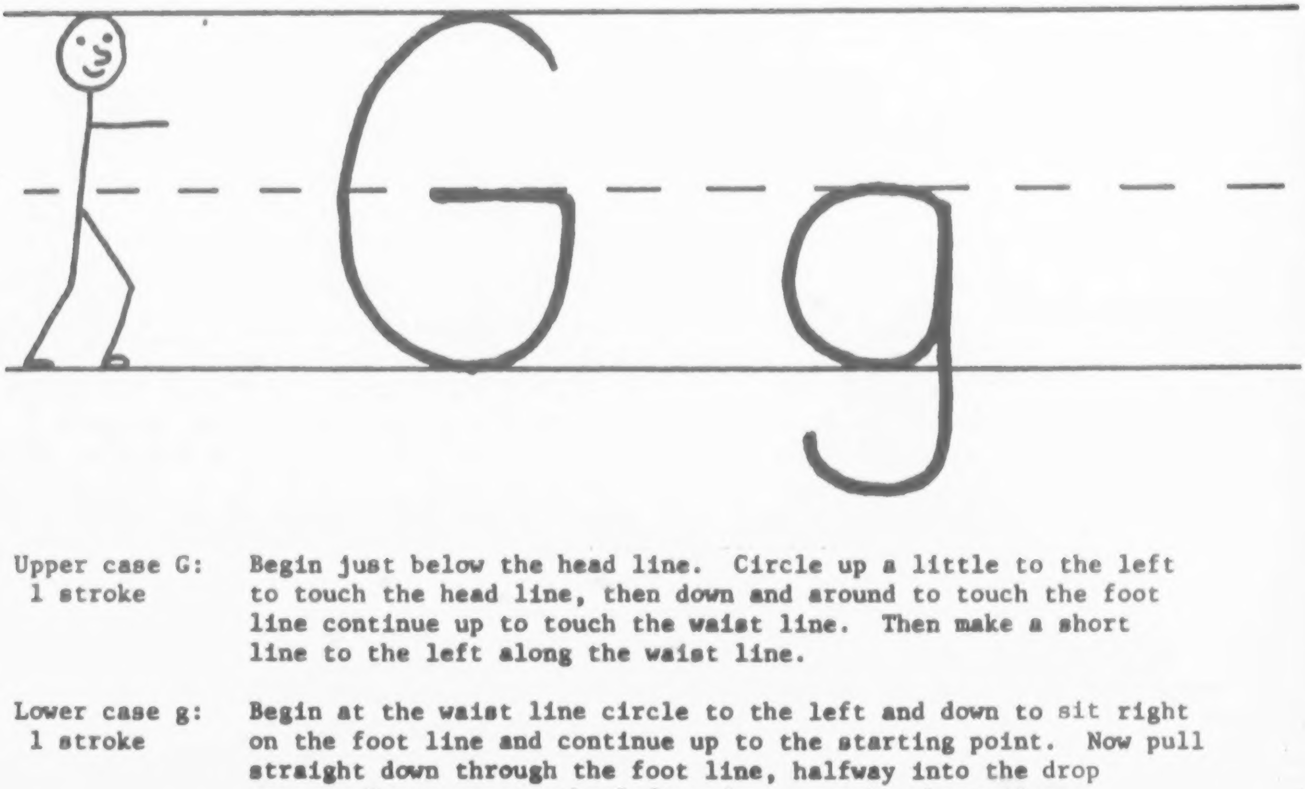
Make a large bunch of grapes for a bulletin board display by having the children trace around dixie cups on green construction paper. Cut out the circles that result. Pin or staple these circles on a bulletin board to form a bunch of grapes. Write Gg on each grape.

G Games

Place pictures of /g/ objects on a table or tray. Let the children look at them for a few minutes. Then turn over the pictures. Call on one child to name as many /g/ items as he/she can remember. As he/she names them turn the pictures right side up. Have the other children add those not mentioned.

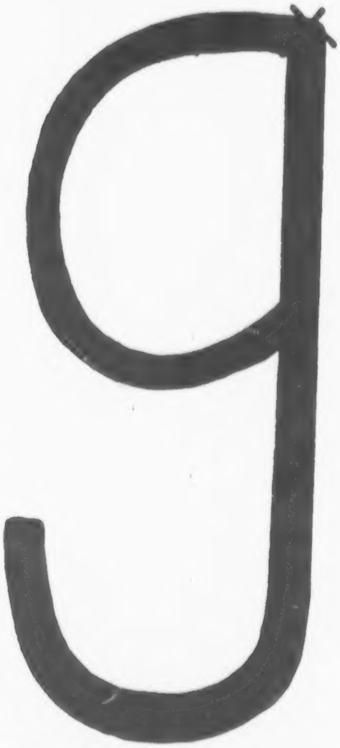
- Have the children bring in a "game" for homework. That week game centers could be set up for free time.
- Set up Garage and Gas Station with appropriate signs, labels, and symbols.
- Play music appropriate for galloping and gliding.
- Play and dance to guitar music.

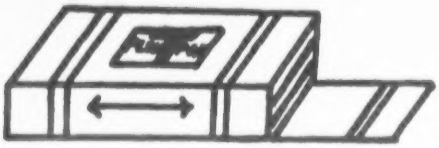


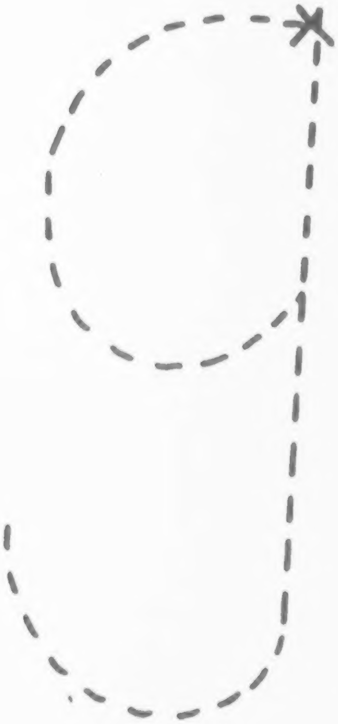


Upper case G: 1 stroke — Begin just below the head line. Circle up a little to the left to touch the head line, then down and around to touch the foot line continue up to touch the waist line. Then make a short line to the left along the waist line.

Lower case g: 1 stroke — Begin at the waist line circle to the left and down to sit right on the foot line and continue up to the starting point. Now pull straight down through the foot line, halfway into the drop space. Now curve to the left and up to make the tail.







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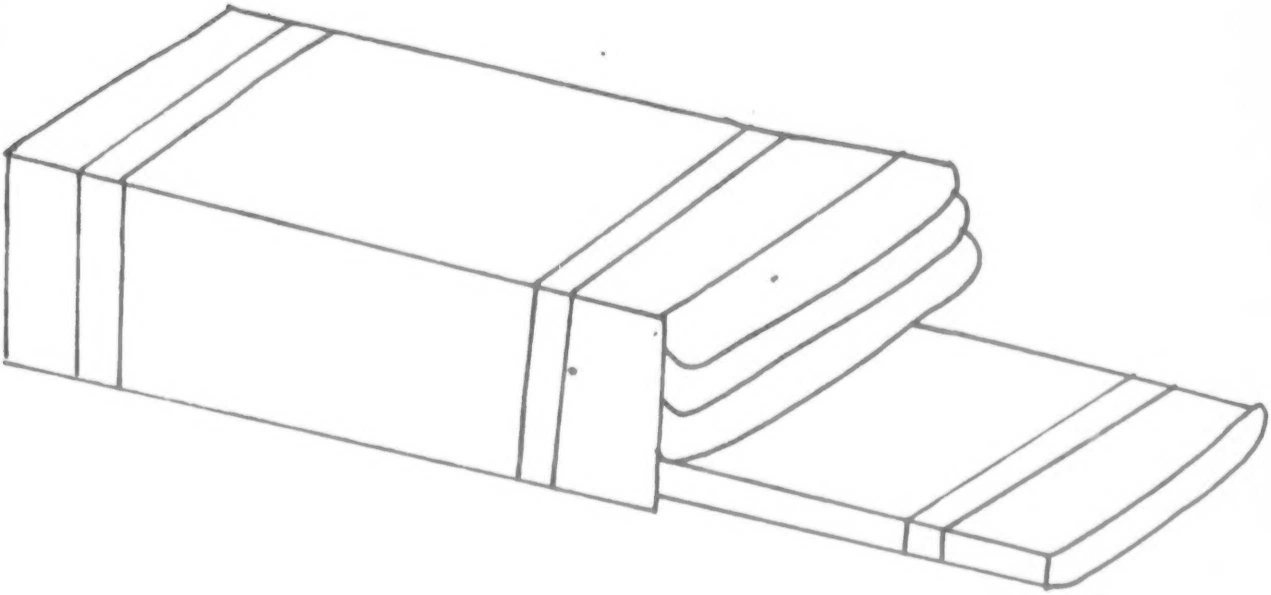


g

a c g e q d a g g

o m q a g d g q

85/86

MULTI-SENSORY LETTER SUGGESTIONS:

- hominy

SOUND DISPLAY SUGGESTIONS:

- hatchet
- hammer
- horn
- hog
- hat
- hanger
- house
- honey
- hen

LITERATURE:

- Caps For Sale by Esphyr Slobodkina (William R. Scott, 1947).
- Jennie's Hat by Ezra Jack Keats (Harper and Row, 1966).
- Harry the Dirty Dog by G. Zion (Harper and Row, 1956).

Poetry

The Hippopotamus
by Georgia Roberts Durston

In the squdgy river,
Down the oozely bank,
Where the ripples shiver,
And the reeds are rank.

Where the purple Kippo
Makes an awful fuss,
Lives the hip-hip-hippo
Hippo-pot-a-mus!

Broad his back and steady;
Broad and flat his nose;
Sharp and keen and ready
Little eyes are those.

You would think him dreaming
   Where the mud is deep,
It is only seeming--
   He is not asleep.

Better not disturb him,
   There'd be an awful fuss
If you touched the Hippo,
   Hippo-pot-a-mus.

RIDDLES:

I've Got a Secret

Whisper a word that begins with /h/ to one child. Have him/her pantomime or give a verbal clue to his/her classmates to help them guess the secret H word. For example, if the word is horse the child might gallop like a horse. Or, for hose he/she might say, "Firemen use this to put out a fire." If children give general clues which could apply to several /h/ words, suggest that they give more specific information. Suggested secret H words: hop, hear, hot, hungry, happy, hand, hat, hockey, harmonica, helicopter, hammer.

ALLITERATION:

- "Happy Harry has a horribly hairy head."

OCCUPATIONS:

- hair stylist
- harpist
- hospital worker
- housekeeper

COOKING:

Honey Balls

1/2 cup corn flakes
1 cup powdered milk
8 tablespoons peanut butter
6 tablespoons honey

Spread the corn flakes between two sheets of waxed paper. Roll a rolling pin acorss the corn flakes to crush them and make coarse crumbs.

In a bowl, combine the powdered milk, peanut butter, and honey. Using a teaspoon, scoop up some of the mixture. Roll it between your hands until a ball is formed. Roll the ball in the cornflake crumbs.

GAMES AND ADDITIONAL ACTIVITIES:

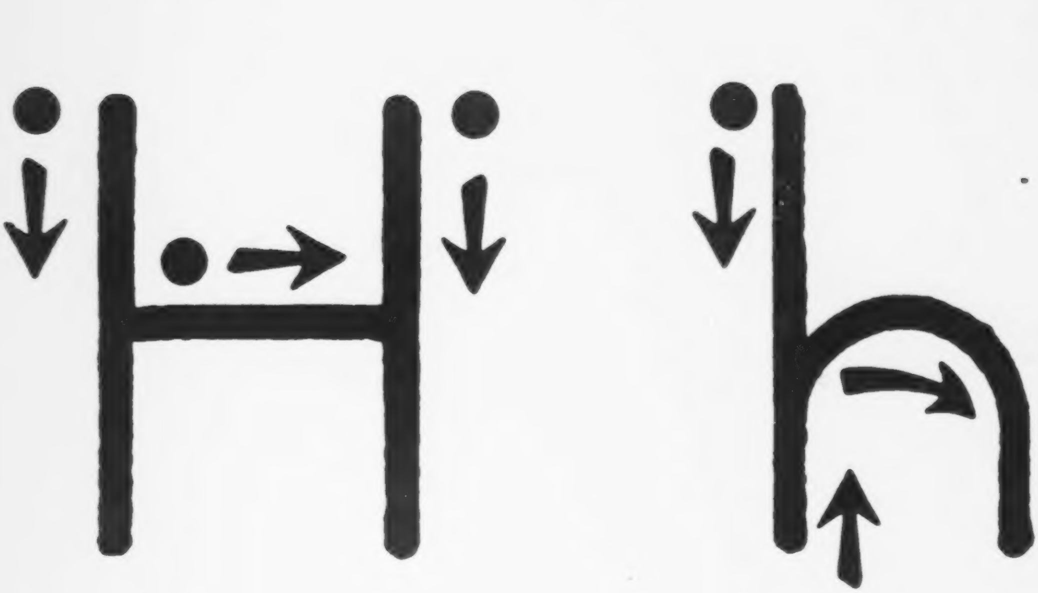
- Demonstrate how two children can form lower case h. Have one child bend over and touch the floor, keeping his/her legs straight. The other child should stand next to his/her legs.

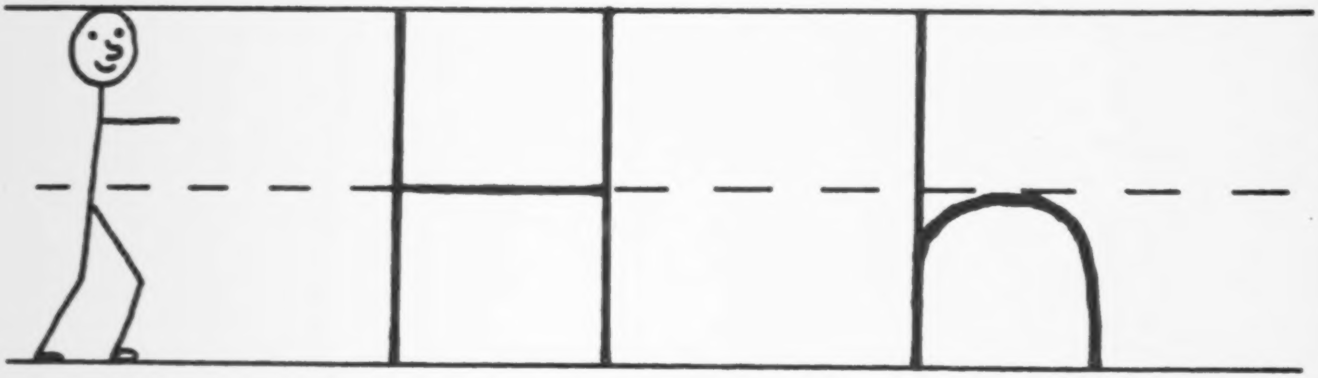
Remind the children that the sound of h is like the panting sound they make when they are out of breath /h-h-h-h-h/. When a person is out of breath he/she usually likes to sit down. In fact, the small h looks like a chair. Draw the chair on the chalkboard as illustrated here in the margin.

Harry's Hairy Head

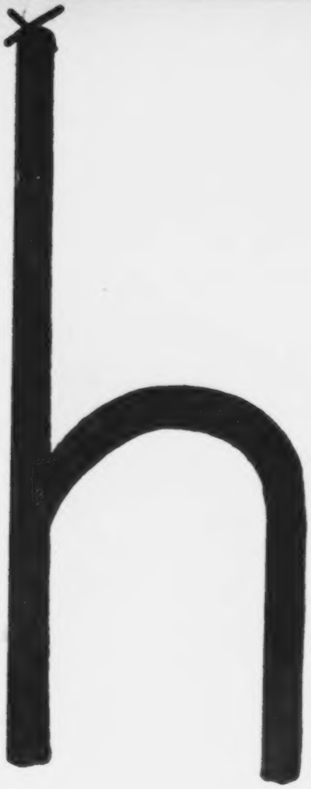
Cover juice cans with construction paper. Have the children draw a face and paste an ear with a flap on both sides of the face. Put dirt in the can and plant grass seed. Before long green hair will sprout!

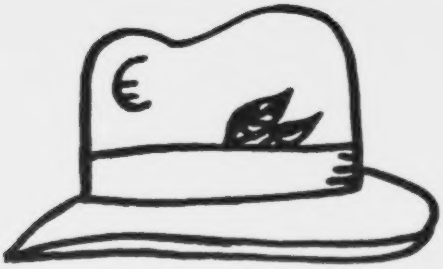
- Hunt for the hidden honey balls (hide the ingredients). Recipe included.
- Create "hat" activities. Make or bring in "crazy hat."
- Play Hide and Seek.
- Play: Hopscotch (use shapes).
- Locate and discuss hamster. How do we handle?
- Dance: Hokey Pokey.
- Brainstorming: Happiness is ________________________________.
- Music: "Hickory Dickory Dock."

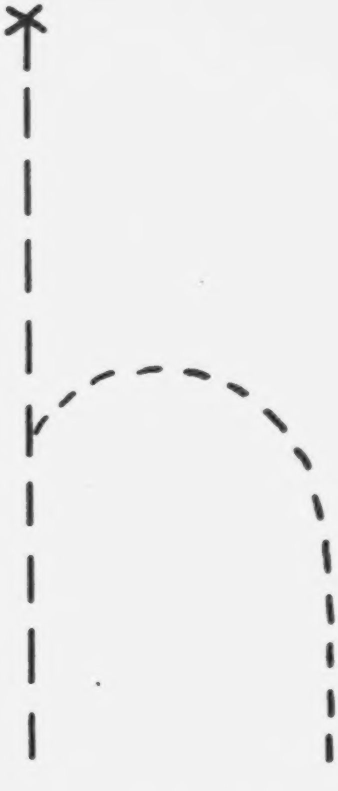




Upper case H: 3 strokes	Make two straight lines (about a thumb's distance apart) from head line to foot line. Connect the two lines by going from left to right across the waist line.
Lower case h:	Begin at the head line pull straight down to the foot line. Trace back up to just below the waist line curve up and to the right to make the hump that touches the waist line then pull down to the foot line.







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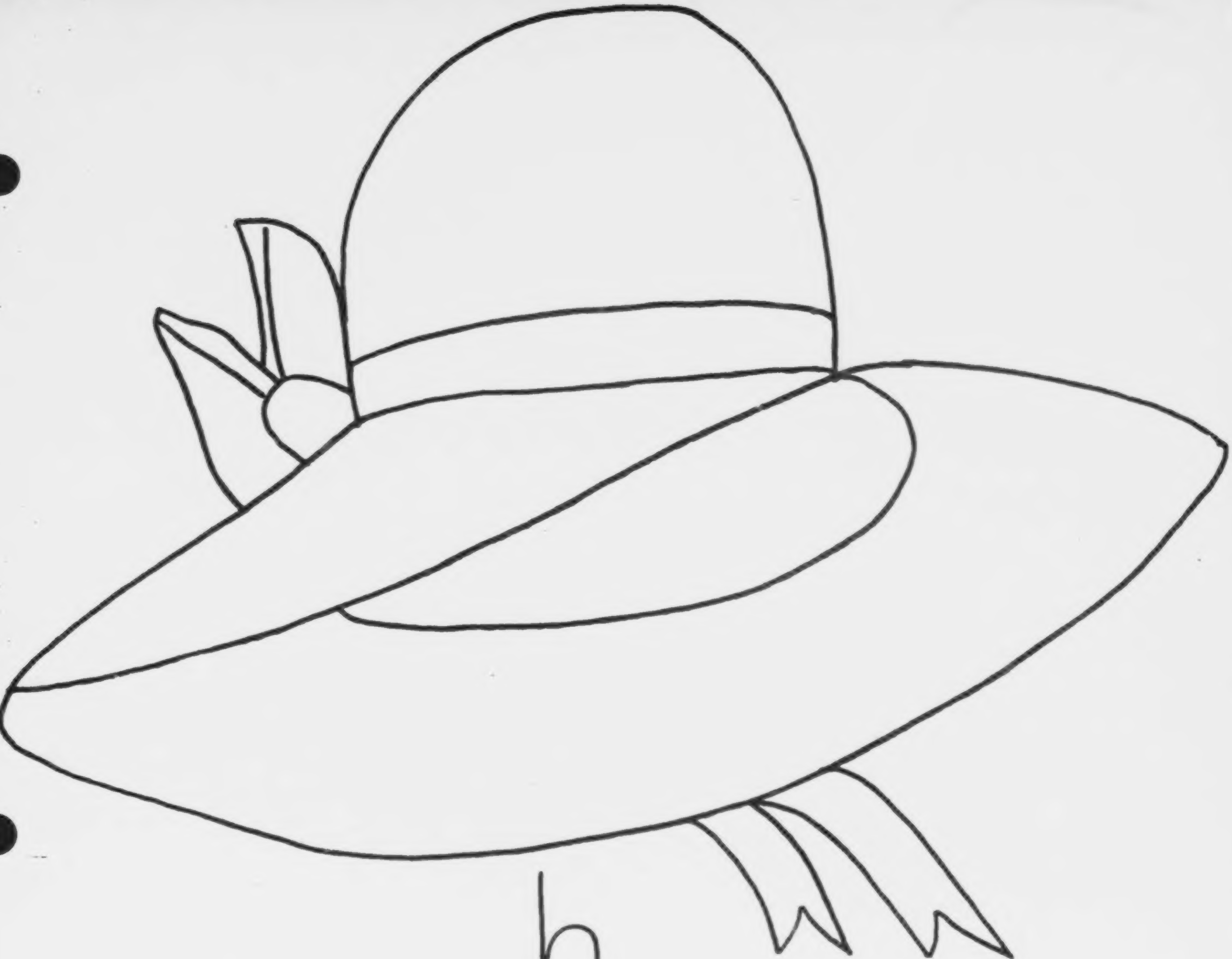


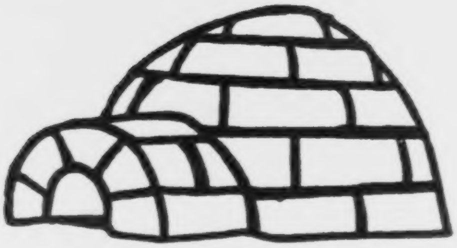
h

h o u n k h n b h

s m h b y h h n i

95/96

i



MULTI-SENSORY LETTER SUGGESTIONS:

- ink blots
- sugar cubes

SOUND DISPLAY SUGGESTIONS:

- plastic Indian
- insect
- ink
- inch (ruler)

LITERATURE:

- *Inch by Inch* by Leo Lionni (Astor-Honor, Inc., 1962).

Poetry

Only My Opinion
by Monica Shannon

> Is a caterpillar ticklish? (substitute "inchworm")
> Well, it's always my belief
> That he giggles, as he wiggles
> Across a hairy leaf.

- Have children make inchworms by folding paper accordian style, or gluing thick yarn onto ditto master of leaf. Ichabod Inchworm.

RIDDLES:

- An ant, fleas and fly are ______________________. (insects)
- I am an Eskimo hut. What am I? __________________ (igloo)
- When you are sick, you are ______________________. (ill)
- A baby is also called an ______________________. (infant)

ALLITERATION:

- "The insect inched into the ink."

OCCUPATIONS:

- illustrator
- inventor
- instructor

- This may be a good opportunity to introduce "style" of a particular illustrator of children's literature. For example, Mercer Mayer, Eric Carle. The students can be introduced to the concept of imagination which leads to being able to illustrate ideas.

GAMES AND ADDITIONAL ACTIVITIES:

Imagine If!

Encourage the children to use their imaginations and make up an unusual story or a few sentences based on one of the following ideas. This is a good activity or oral language development. Ideas such as those which follow serve as good motivation for creative drawings or creative writing later on.

Imagine what would happen if:

- Clouds had strings.
- You had a magic carpet.
- Animals could talk.
- Everything was upside down.
- You were President.
- It rained for a month.

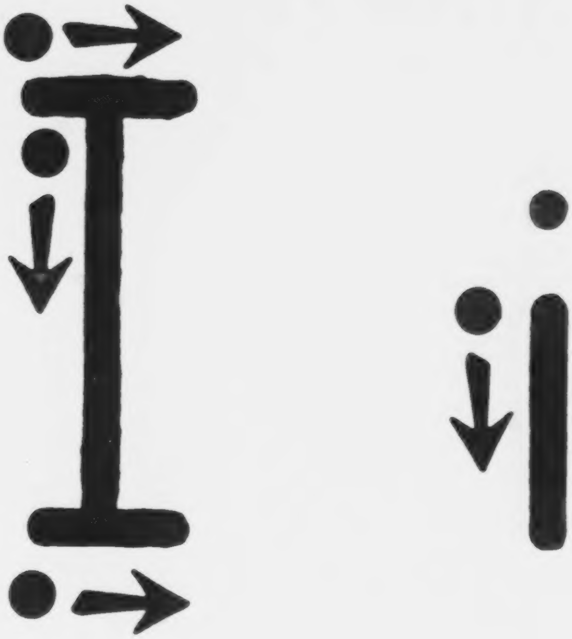
Imitation Game

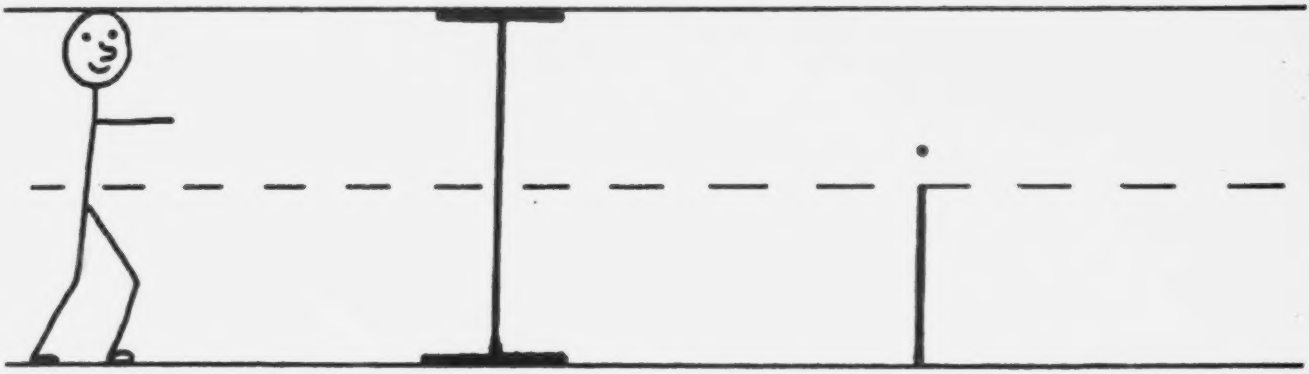
Discuss the word "is." "Is" is a blend of two sounds the children already know. The children are to listen to the sentence and imitate what the sentence says:

(child's name) is crying.
(child's name) is happy, dancing, marching, jumping, angry, odd.

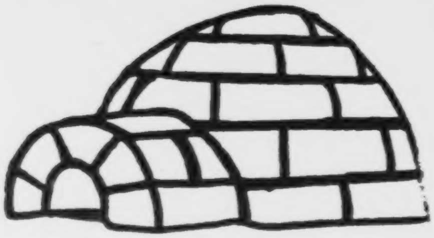
Build an Igloo

Use styrofoam pieces or egg cartons. Count the number of pieces you use.

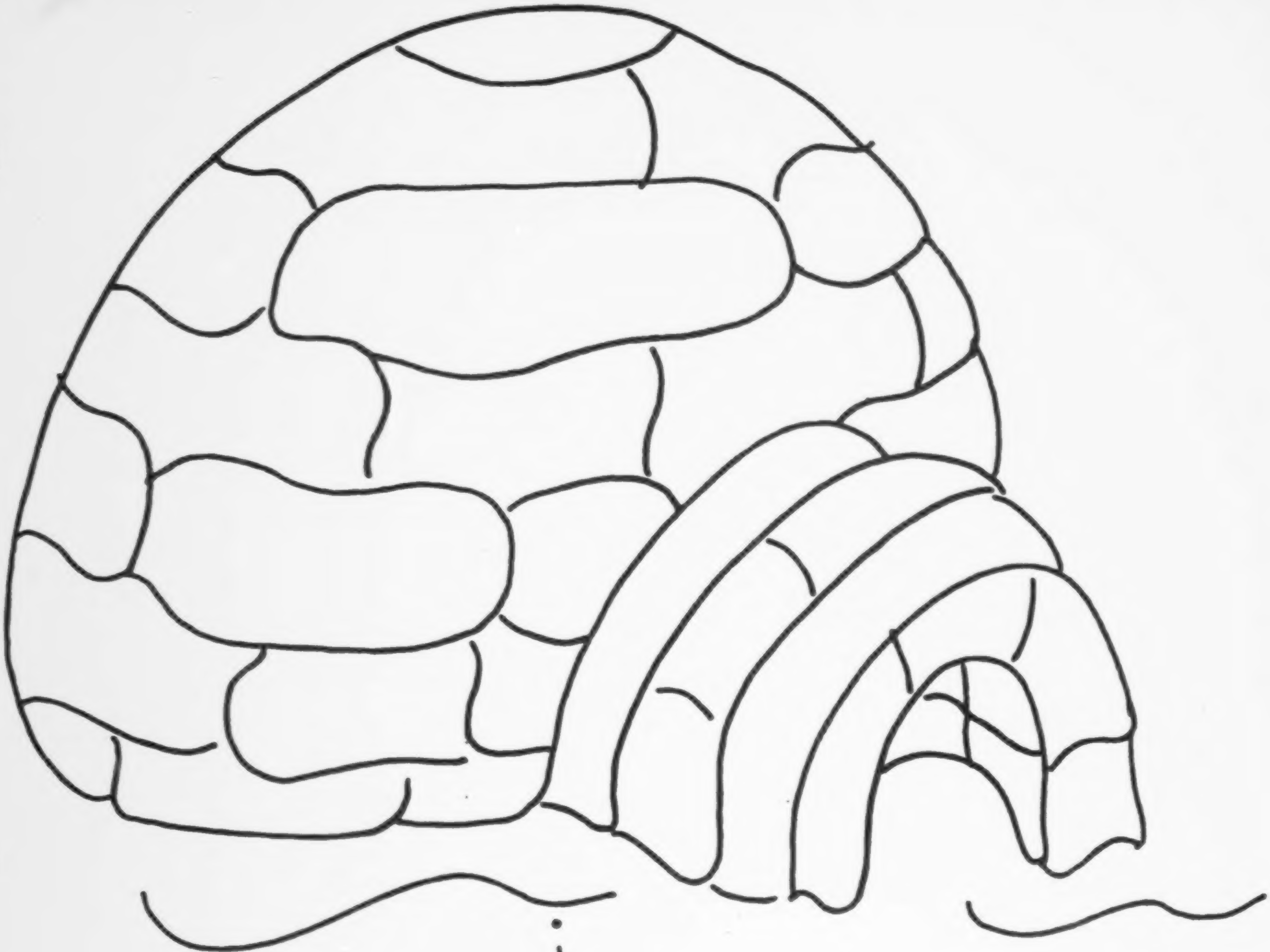




Upper case I: 3 strokes	Begin at the head line pull straight down to the foot line--stop--pick up your pencil and make a short line at the top of the line along the head line. Stop pick up your pencil--make a short line at the bottom of your first line along the foot line.
Lower case i: 2 strokes	Begin at the waist line, pull straight down to the foot line--stop, pick up your pencil--dot the i just above the waist line.



i



i

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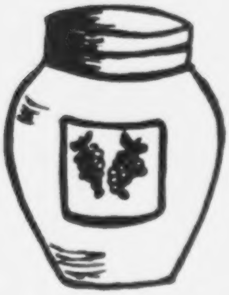
j



MULTI-SENSORY LETTER SUGGESTIONS:

- jeans (blue jean material bits and pieces)

SOUND DISPLAY SUGGESTIONS:

- jack-in-the-box
- jellybeans
- jar
- jam
- jersey
- junk
- juice
- jacket
- jellyfish

LITERATURE:

- Bread and Jam for Frances by R. Hoban (Harper and Row, 1964).
- Jack and Jill
- Jack Sprat
- Jack Be Nimble

Poetry

Jack Frost
by Laura Arlon

Jack Frost nipped my fingers;
Jack Frost pinched my toes;
Then with icy hands he touched
My cheeks, my ears, and nose.

When I ran inside the house
Where he could not follow me,
On all our window glasses,
Frosty pictures I could see.

Painting pictures was the way
Jack Frost had of saying,
"I'm sorry if I hurt you,
But I was only playing."

J's the Jumping Jay-Walker
by Phyllis McGinley

J's the jumping Jay-walker,
   A sort of human jeep.
He crosses where the lights are red.
   Before he looks, he'll leap!
Then many a wheel
Begins to squeal,
   And many a brake to slam.
He turns your knees to jelly
And the traffic into jam.

RIDDLES:

- Another name for an airplane. (jet)
- Something you might want to spread on toast. (jam or jelly)
- You might laugh if someone tells you this. (joke)

OCCUPATIONS:

- juggler
- jailer
- judge
- jockey
- journalist
- jeweler

COOKING:

- Prepare jello using own recipe.
- Prepare juice using own recipe. Try several flavors.

GAMES AND ADDITIONAL ACTIVITIES:

- Tell some silly stories or jokes.
- Discuss jet airplanes and Japan.
- Discuss animals that jump. Bring in pictures.
- Supply jars of jam to have with juice.
- Play a jazz record and discuss.
- Exercise with jumping jacks; pretend to jog.

Frosting on Windows

Spread a thin film of liquid starch or dishwashing detergent on the window panes. Have the children "finger paint" frost designs, a picture of Jack Frost or the letter j.

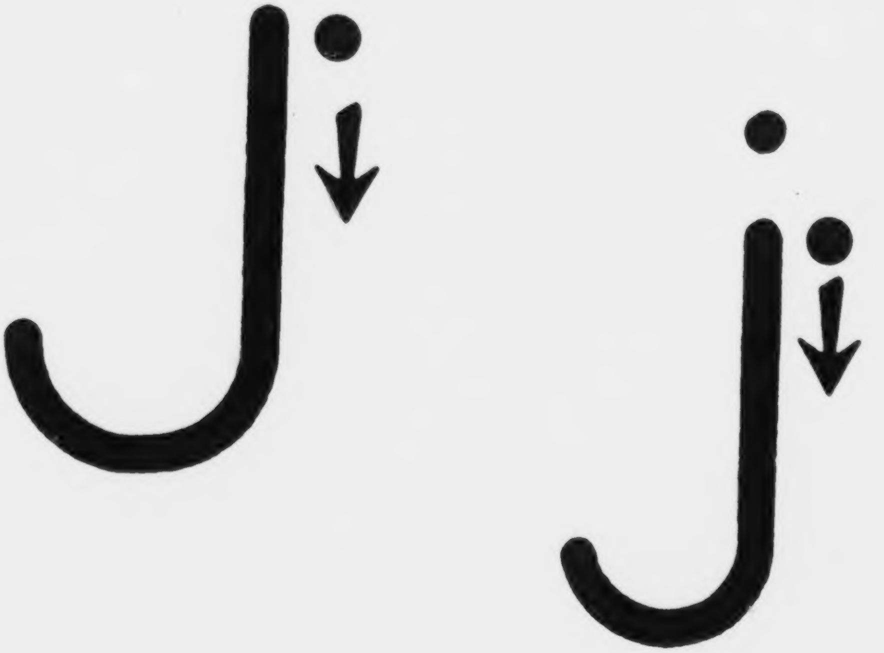
Jack Frost Bites

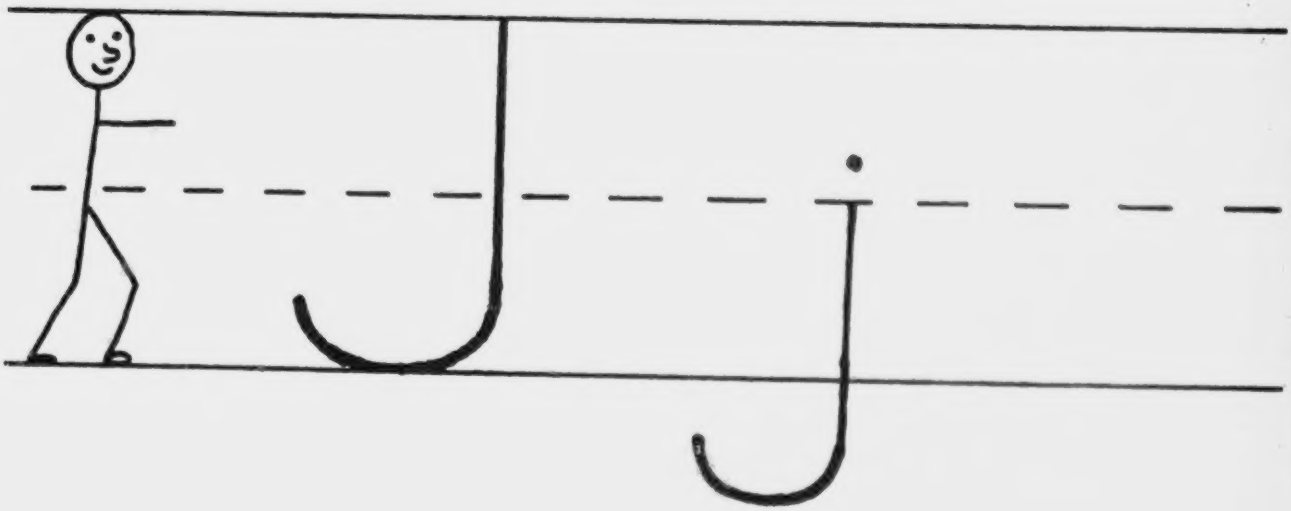
To play Jack Frost Bites, blindfold one child. The other children move around the room or designated playing area until the blindfolded child calls out "Jack Frost Bites." The other players must stop and remain still as if frozen. The blindfolded child walks forward until he/she touches someone. He/She tries to identify the child by feeling his/her face, hair and clothing. If correct, the captive becomes Jack Frost; if wrong, Jack Frost must try again.

Jewelry

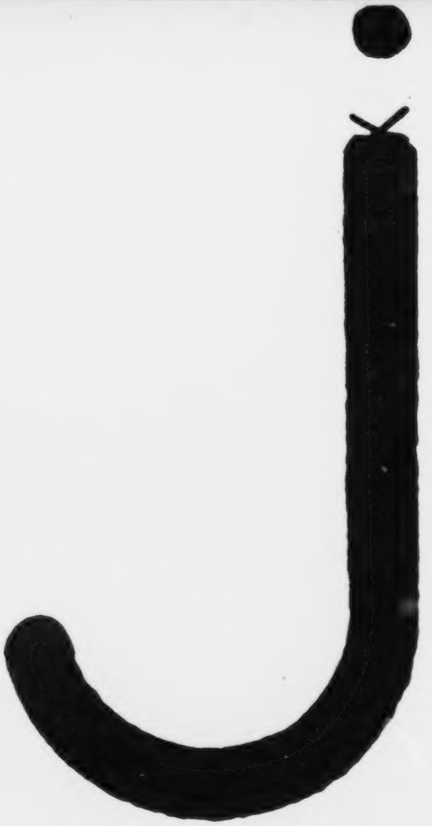
Mix: 1/2 cup cornstarch
3/4 cup flour
1/2 cup salt

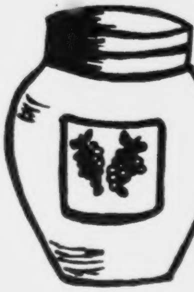
Gradually add warm water (until proper consistency of dough is reached), and all take turns kneading the mixture until it becomes a stiff dough. If it is too sticky, add flour. Now the dough is ready. Children can make a shape for a pin, press a safety pin into it and then let it dry. Beads can be made by rolling small amounts of the paste into balls. Pierce the ball through with a toothpick and allow it to dry. A string can be threaded through the bead. The jewelry can be painted after it has dried.

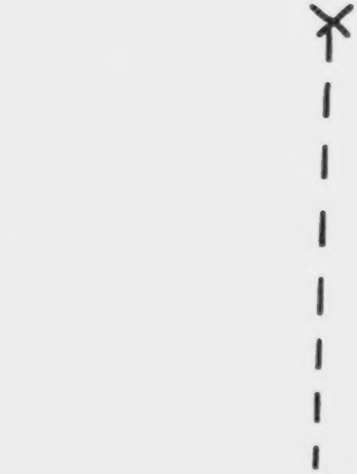


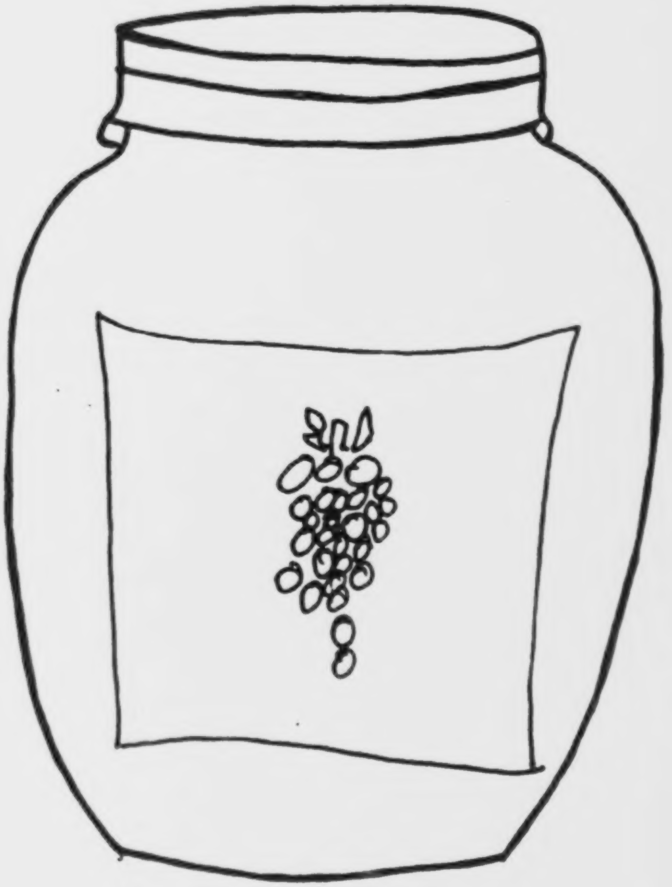


Upper case J: 1 stroke	Begin at the head line, pull straight down and start to curve around to the left just before you reach the foot line. Rest your curve on the foot line, turn it up and stop just above the foot line.
Lower case j: 2 strokes	Begin at the waist line pull straight down through the foot line, curve around to the left to give the j a tail. Stop, pick up your pencil and dot the j just above the waist line.





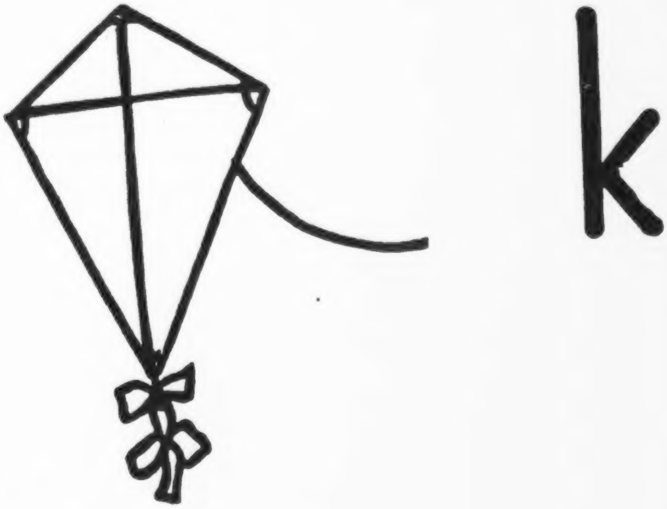




j

j k u i l j r s t j

b o i j n v q j i



MULTI-SENSORY LETTER SUGGESTIONS:

- kernels
- Kix (cereal)
- Special K

SOUND DISPLAY SUGGESTIONS:

- kitten
- key
- kite
- kangaroo

LITERATURE:

- Katy, No-Pocket by Emmy Payne (E. M. Hale and Company, 1944).
- One Monday Morning by Uri Shulevitz (Charles Scribner's Sons, 1967). (On Monday morning, the king goes to visit a little boy, but he isn't home. Each successive day the king brings a new person from the palace with him.)

Poetry

The Kangaroo
by Elizabeth Coatsworth

It is a curious thing that you
don't wish to be a Kangaroo,
   to hop hop hop
   and never stop
the whole day long and the whole night, too!

My Kite
Author Unknown

I often sit and wish that I
Could be a kite up in the sky,
And ride upon the breeze and go
Whichever way I chanced to blow.

RIDDLES:

- Something you might like on your hamburger. (ketchup)
- What you might want if you found your front door locked. (key)

- Something your mother might give you before you go to sleep. (kiss)
- Something you might call a child or a small goat. (kid)

ALLITERATION:

- "Kate and Kenny brought kites to the kindergarten."

OCCUPATIONS:

- king
- kite maker
- key maker

COOKING:

Krunch Treats

1 cup semi-sweet chocolate bits
1 cup corn flakes
1 teaspoon vanilla
1/2 cup raisins

Melt the chocolate bits over hot water. Remove from heat. Stir in corn flakes, vanilla, and raisins. Drop by teaspoonful on to waxed paper. Chill until firm.

GAMES AND ADDITIONAL ACTIVITIES:

Kitchen Reminder Board

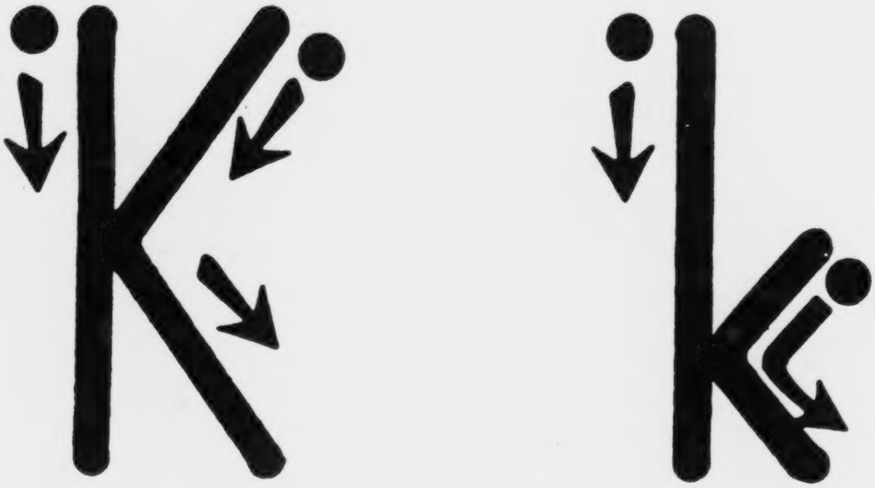
Cut a 12" square board. In one corner, hammer a nail; this will be the top left-hand corner. On the right side of the board, paste a writing pad. Tie a pencil to some string and hang it from the nail.

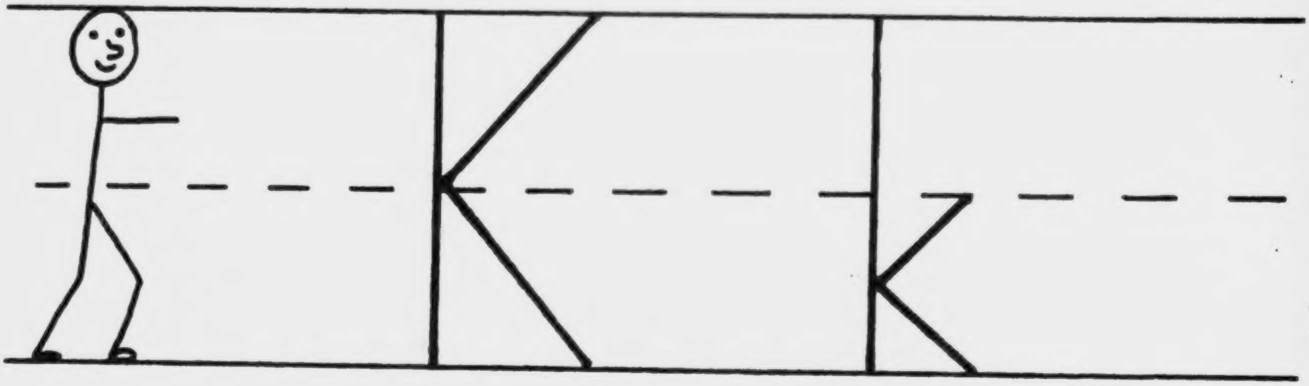
Triangle Kites

Have each child cut two identical triangles from construction paper and paste them together to form a kite. Then have him/her draw a design on his/her kite and paste a piece of yarn or string dangling from it.

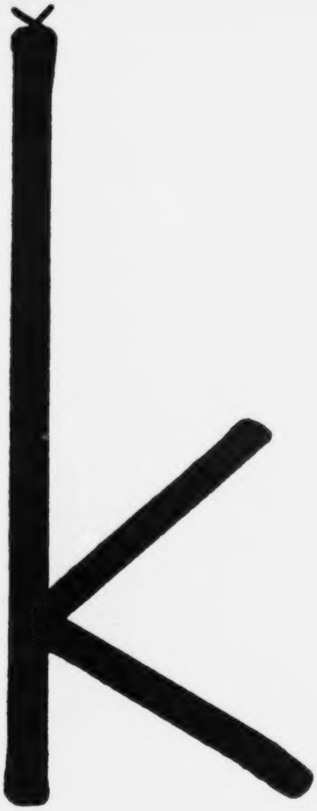
Kick Ball

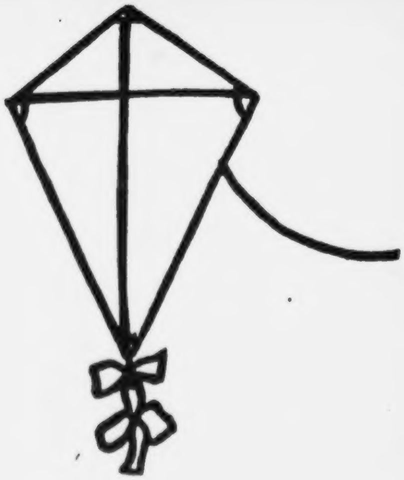
This is an easier, modified version of the familiar game and will provide your students with practice in large muscle coordination, particularly ball kicking. Divide your class into two teams. The team in the field should spread out over a reasonable area. The team at bat should line up behind a designated line. Roll a ball to the first child in line. He/She should kick the ball into the field or playing area. The first child to get the ball should hold it above his/her head and everyone else in the field must run and stand behind him/her. Meanwhile, the kicker should see how many times he/she can run around his/her own team before the team in the field lines up. Alternate teams after three or four children have had a chance to kick the ball. This activity can be played several days at recess. See which child can run around his/her team the most times before the team in the field lines up. This game may also be played with runs and outs. If the child can run around his/her team a certain number of times before the team in the field lines up, he/she scores a run. If he/she cannot, he/she is out. Three outs and the other team is up.

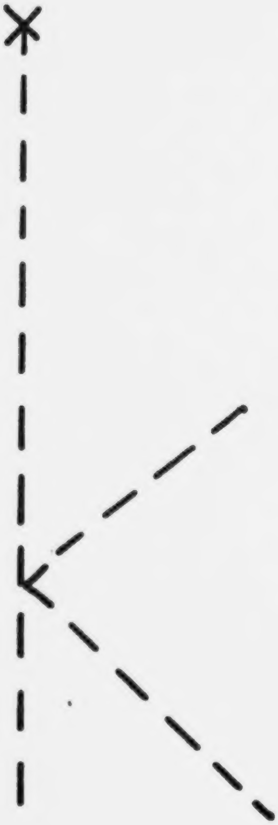




Upper case K: 2 strokes	Begin at the head line, pull straight down to the foot line--stop--pick up your pencil. Go back up to the head line to the right of the first line you made. Make a slanted line that comes in to touch the first line at the waist line then slant back out and down to touch the foot line.
Lower case k:	Begin at the head line, pull straight down to the foot line--stop--pick up your pencil. Put your pencil on the waist line to the right of the line you just made. Make a slanted line in to touch the first line at the knee line then slant back out and down to touch the foot line.







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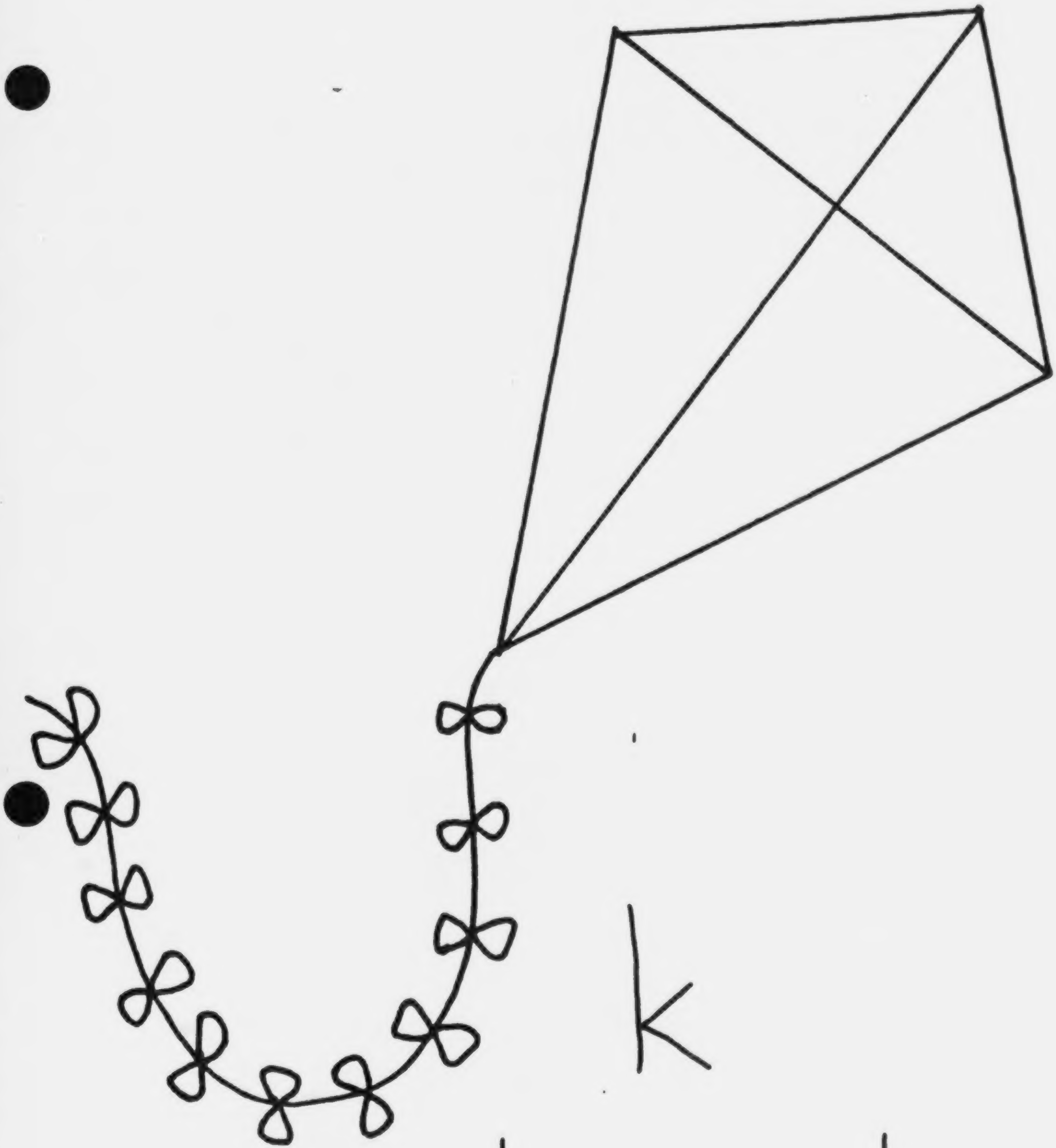


k

v s t k r z k a k

d k h v h k r b k i

123/124

MULTI-SENSORY LETTER SUGGESTIONS:

- licorce
- lima beans

SOUND DISPLAY SUGGESTIONS:

- ladle
- lamp or light
- lettuce
- lace
- lamb
- lime
- ladybug
- leather
- lemon

LITERATURE:

- Andy and the Lion by James H. Daugherty (Viking, 1938).
- Happy Lion by Louise Fatio (Whittlesey House, 1954).

Poetry

Down! Down!
by Eleanor Farjean

Down, down!
Yellow and brown
The leaves are falling over the town.

(Fingerplay: Have children raise their hands above their heads, wiggle their fingers like leaves rustling in a tree. As they say the poem have them lower their hands like leaves falling to the ground.)

RIDDLES:

- Another word for small is __________. (little)
- The opposite of heavy is __________. (light)
- The paper that tells you what is in a can is called a __________. (label)

ALLITERATION:

- "Luke loves lemon lollipops."

OCCUPATIONS:

- librarian
- lawyer
- lifeguard

COOKING:

- Squeeze own lemons for fresh lemonade. Taste a lime.
- Everyone brings in lunch for snack time.
- Extra special treat "sugar free lollipops" (can be found at health food stores).
- Serve lettuce leaf salad with favorite dressing.

GAMES AND ADDITIONAL ACTIVITIES:

Alphabet Scrapbook

Add a page of initial /l/ pictures to your alphabet scrapbook and display it on the bulletin board. Label each picture.

Deliver a Letter

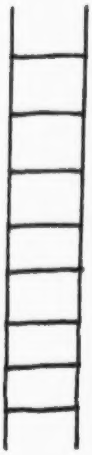
Cut out pictures beginning with /l/ and place each one in an envelope so that there are enough envelopes for every child. One child is appointed "mailman" to deliver envelopes to his/her classmates. The mailman should stop in front of one of his/her classmates. That child asks, "Mr. Mailman, do you have a letter for me?" The child opens the envelope the mailman gives him/her and tells what /l/ picture is on his/her letter.

Body Actions

Review the sound of L and encourage the children to think of body actions they can do that begin with /l/: leap, look, listen, lie down, laugh, leave. Have the children perform these actions.

Make an L Ladder

With a piece of colored chalk write a capital L on the chalkboard. With different colored chalk make another L directly below the first one beginning at the angle of the first L. With the first color chalk make another L directly below and touching the angle of the second L. The down strokes of the Ls form the left side of the ladder. The horizontal strokes of the Ls form the rungs of the ladder. When eight or ten Ls have been drawn on top of each other take a third color chalk and draw a continuous line down the right, connecting the ends of all the Ls. This line forms the right side of the ladder. This ladder can become the focus of a word game. Let the children think of words which begin with /l/. Every time a child is correct he/she adds an L to the ladder. If played in two teams the children could compete to see which team could make the longer ladder.



Lanterns

Using colorful construction paper, fold a 9" x 12" paper in half lengthwise. Have the children make many cuts from the fold to approximately one inch from the edge. Drawing a line on each piece of construction paper will help the children to know where to stop cutting. Open the paper, overlapping the two 9" edges, and paste or staple them together. A strip handle from the same color construction paper can be made and pasted across the top.

Singing Games

- Looby-Loo
- Did You Ever See A Lassie
- London Bridge

Classic singing games to reinforce /l/.

L Pictures

Using the L shape for the basic structure, draw a simple picture at the board. Then call on a child to find the capital L in the picture, and have him/her outline it with colored chalk. Repeat the procedure with other simple pictures until several children have had an opportunity to respond.

Squeeze the Lemon - Ring the Bell

Explain to the children that you will say some words and they will hear /l/ either at the beginning or end of the word. Choose a child to listen for each word. If he/she thinks /l/ is heard at the beginning of the word, he/she should squeeze the lemon because lemon begins with /l/. If he/she thinks the word ends in /l/, he/she should ring the bell because bell ends with /l/. The following list of words could be used.

lavender
uncle
lunch
table
limit

lark
fell
leader
look
label (child does both actions)

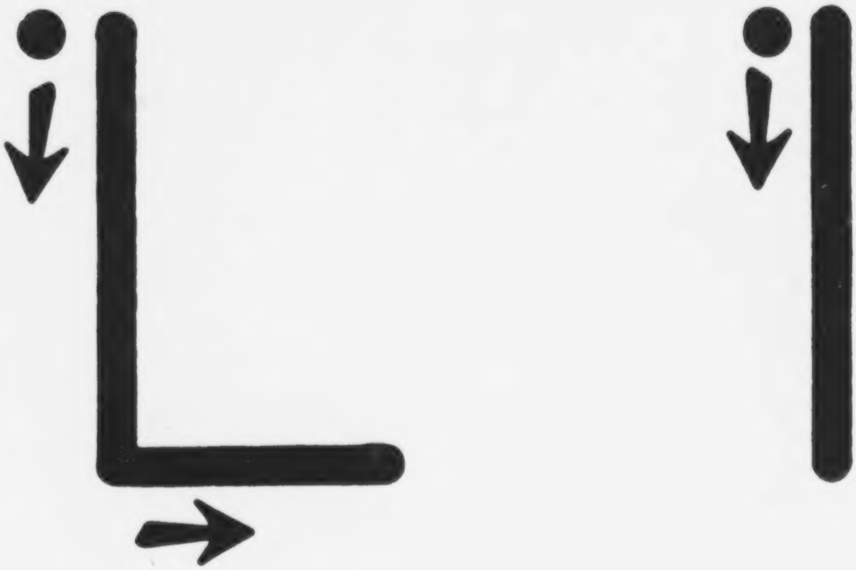
Leaf Spatter Prints

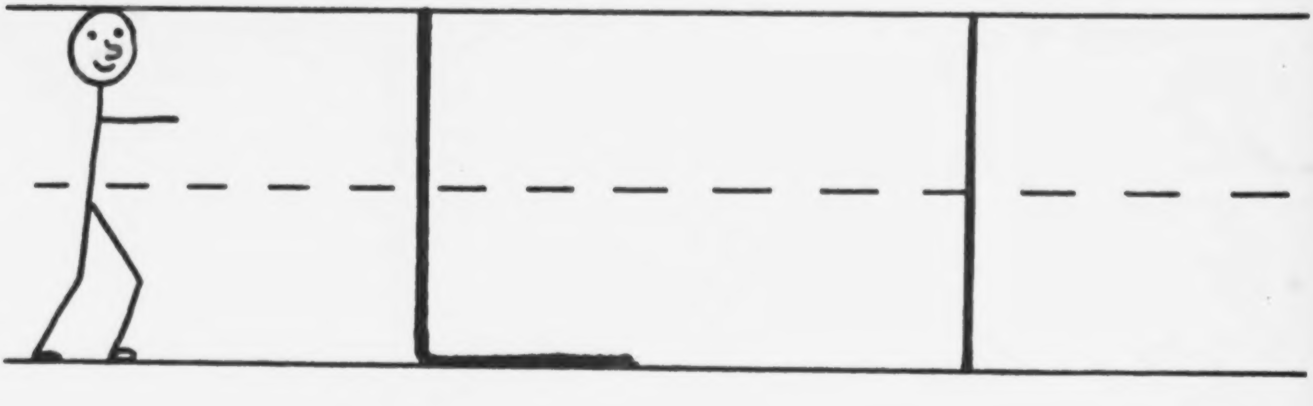
Take a walk to look for leaves of different shapes. Compare the shapes of the leaves of different trees. Cover tabletops with newspaper to protect them from spattering paint. Give each child a piece of construction paper on which he/she can carefully arrange several leaves. If the leaves are not flat, pin down the curled edges. Mix the paint to thin down, but still has a strong color. Pull a wet brush across the bristles of the toothbrush or across the teeth of a comb to make a spatter. You could also use a toothbrush. Dip the toothbrush into the paint and draw it across the teeth of a comb or across the wire of a piece of screen. This is done right over the leaf pinned to the paper. Be careful not to have too much paint on the brush or they will get heavy drops rather than a fine spray. When the paint is dry, remove the leaves. Each leaf shape should be clear.

Leaf Ladies

Wax each leaf by putting it between two pieces of waxed paper and pressing it with a warm iron. Glue or staple the leaf on an oval sheet of construction paper. The leaf becomes the body of the Leaf Lady. Have the children add a head, arms and legs with crayons.

- Quiet time - Play lullabies on the record player.
- Locate or find pictures of animals that leap.





Upper case L: 1 stroke	Begin at the head line, pull straight down to the foot line and go straight out along the foot line.
Lower case l: 1 stroke	Begin at the head line pull straight down to the foot line and stop.

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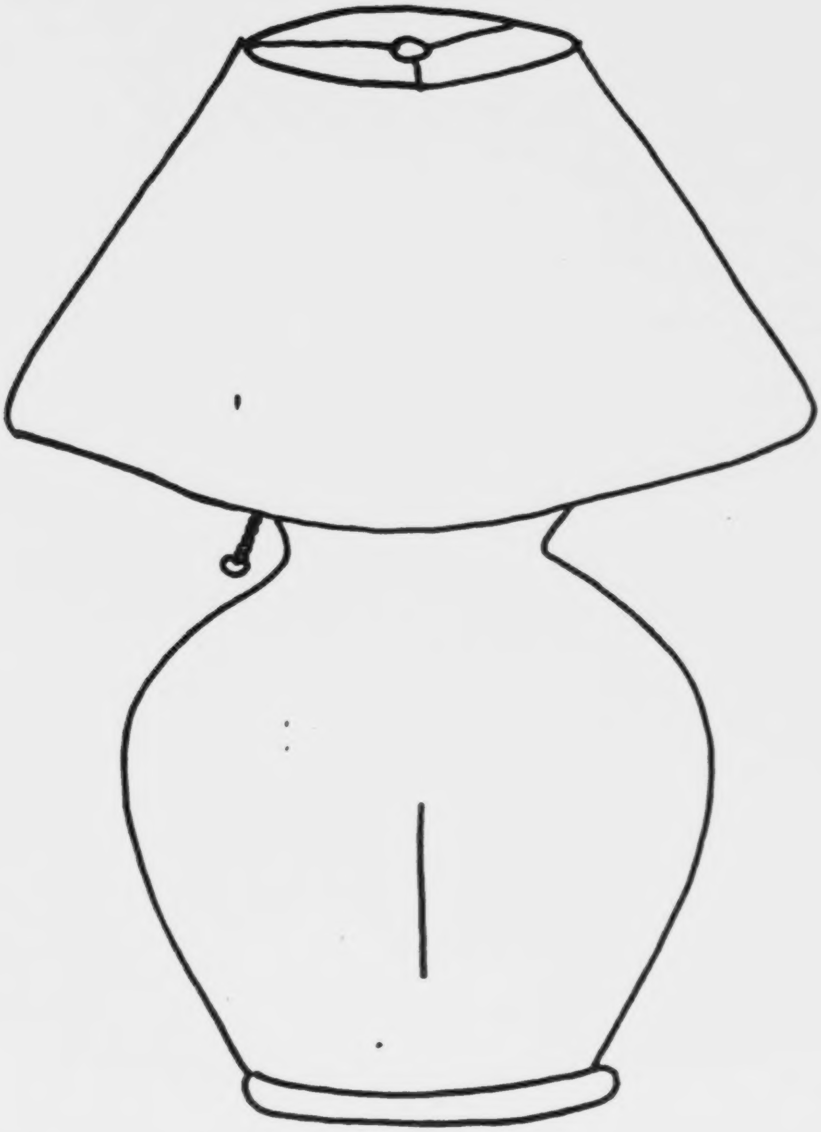


l i k t v l r t l l i

i z n l o h k l b l

m

MULTI-SENSORY LETTER SUGGESTIONS:

- macaroni
- tiny marshmallows

SOUND DISPLAY SUGGESTIONS:

- money
- milk carton
- mouse
- marbles
- magnet
- mirror
- mask
- marshmallow
- magnifying glass
- mail
- mittens
- magazine

LITERATURE:

- One Morning in Maine by Robert McCloskey (Viking Press, 1952).
- Magic Michael by Louis Slobodkin (Macmillan, 1944).

Poetry

Mumps
by Elizabeth Madox Roberts

I had a feeling in my neck,
And on the sides were two big bumps;
I couldn't swallow anything
At all because I had the mumps.

The Mitten Song
by Marie Louise Allen

"Thumbs in the thumb-place,
Fingers all together!"
This is the song
We sing in mitten-weather
When it is cold,
It doesn't matter whether
Mittens are wool,
Or made of finest leather.

This is the song
We sing in mitten-weather;
"Thumbs in the thumb-place,
Fingers all together!"

A Top

A top is such a lot of fun;
"m....m....m...."
Wind it up and it will run.
"m....m....m...."
Twirly, twirly, twirly, twirl,
"m....m....m...."
Whirly, whirly, whirly, whirl.
"m....m....m...."
Faster, faster, faster....slow....
"m....m....m...."
Stop awhile; then let it go,
"m....m....m...."

- The sound of "m" is one of the nasals that help to give resonance to the voice. As children say the refrain the /m/ should be made softly. It is important to feel the sound in the nose. One child may take a turn at being a top. He/She takes a deep breath and sees how long he/she can hum before running down. Have children hum familiar songs using /m/.

RIDDLES:

- A favorite drink made with ice cream is a __________. (milkshake)
- You wear these to keep your hands warm. (mittens)
- Something you place over your face at Halloween. (mask)

ALLITERATION:

- "Miriam makes many messy mudpies."
- "Minnie munched a milky mushroom."
- "Mommy made a milkshake in a mug."

OCCUPATIONS:

- mailman
- milkman
- minister
- mother

COOKING:

- Cook macaroni, cool and add mayonnaise.
- For a quick snack: add marshmallows to be eaten with milk.
- Bake muffins, use with, "Do you know the Muffin Man?"

GAMES AND ADDITIONAL ACTIVITIES:

Magic Mirror

Have a hand mirror, children sit in a circle. They pass the mirror. The child says, "Mirror, mirror on the wall. Say an /m/ word for us all." The child repeats an /m/ word and passes the mirror.

Magic Microphone

Introducing the use of a microphone for oral language development would be timely now. To develop sentence "sense," the children could be given a picture of an object beginning with "m". They would then think of a sentence using that object and when ready tell their sentence using the microphone.

Science Activity Table-Magnets

On the science table, place several magnets and assorted objects such as an iron nail, a brass and a steel paper clip, magnetic toys, a piece of wood, a copper penny, a marble, a comb, a piece of paper. During the day let each child use the magnet to find out what sticks to it. After all the children have had a chance to experiment with the magnet, discuss which items the magnet could pick up. Help the children to deduce that the magnet will pick up only metal objects. Divide the objects into piles of those which are and are not attracted to the magnet. Or, you may prefer to make a duplicated worksheet with a picture of a magnet in the center and the other objects at the bottom. The child should cut out and paste on the magnet the pictures of the objects which it attracts. This can be an independent activity after the children have experimented with the objects.

Magic Carpet

Put a small rug on the floor. Have the children march across and around the rug in a circle. Play music on the piano or from a record. When the music stops, all the children on the magic carpet are eliminated from the game.

Magic Pictures

There is a simple explanation for this art project, but it will seem like bewildering magic to your students. Pass out a piece of white chalk, crayons, a pencil and two small sheets of white drawing paper to each student. Have each student cover one paper with white chalk then crayon over it with one or many colors. He/She should press down heavily on the crayons. Then the child should lay this crayoned paper, colored side down, on top of the second sheet of paper. On the back of the crayoned sheet, have him/her draw a picture in pencil. Again remind him/her to press hard. When the child lifts up the top sheet, he/she will be surprised to find two pictures, one the negative of the other. The colored sheet acts as carbon paper, transferring the lines and shaded areas of the picture to the bottom sheet. The shaded areas and lines on the colored sheet become white.

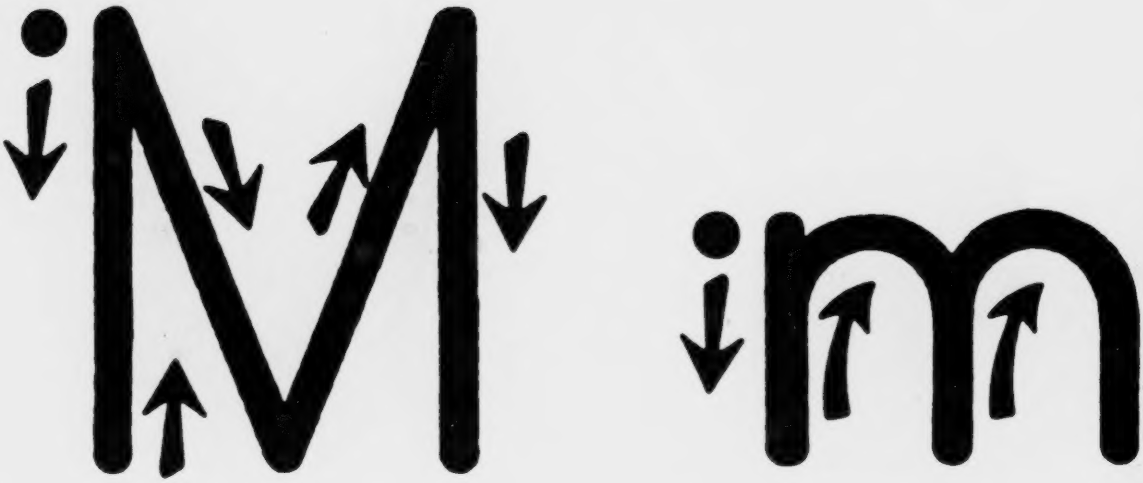
Musical Chairs

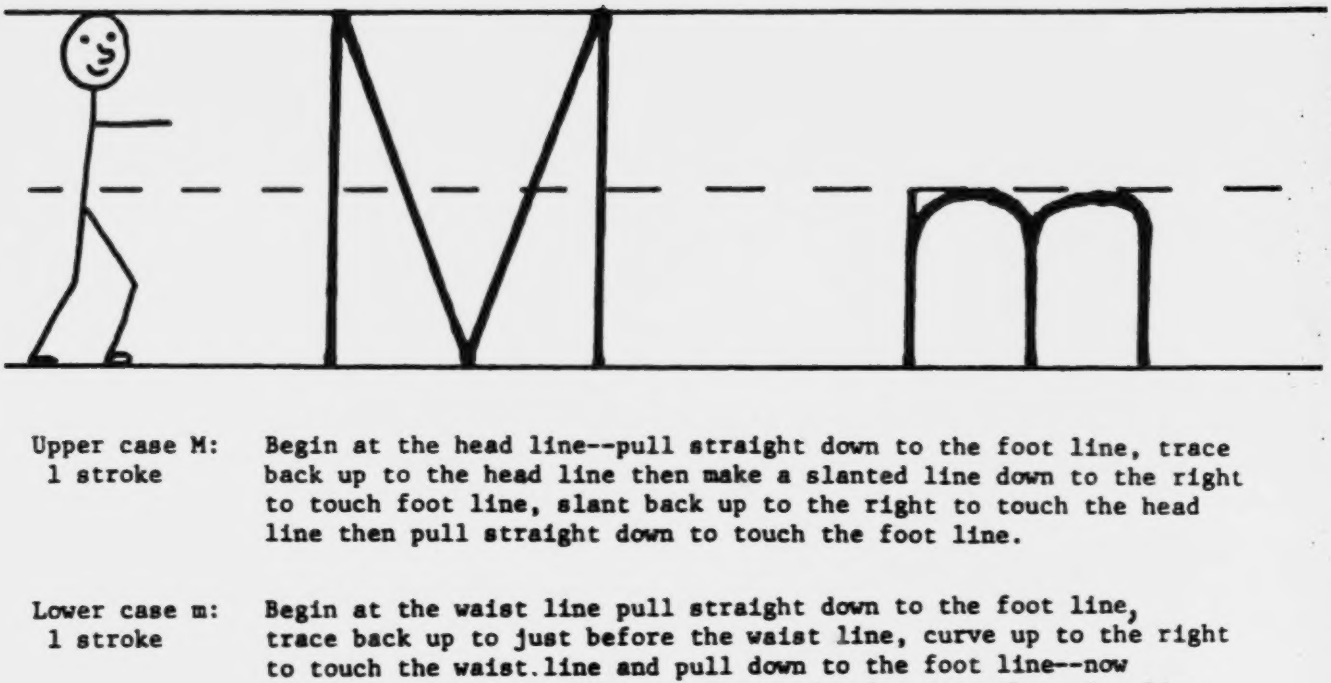
Place chairs in a circle with their backs facing the center. Use one less chair than the number of children. On the seat of each chair tape a letter or word. Have the children march around the chairs as you play music. When the music stops, each child should sit down in a chair. One child will be without a chair, but he/she is not necessarily out of the game yet. Have the children look at the word or letter printed on their chair and whisper the word or the name and sound of the letter. If correct, he/she can stay in the game. If wrong, he/she must leave the game. Give the child who is standing a chance to read one of the words that was misread. If he/she is correct, he/she may remain in the game. Count the number of children remaining and again be sure you have one less chair than children. Continue the game in a similar manner until one child can be declared the winner.

Meal Mobiles

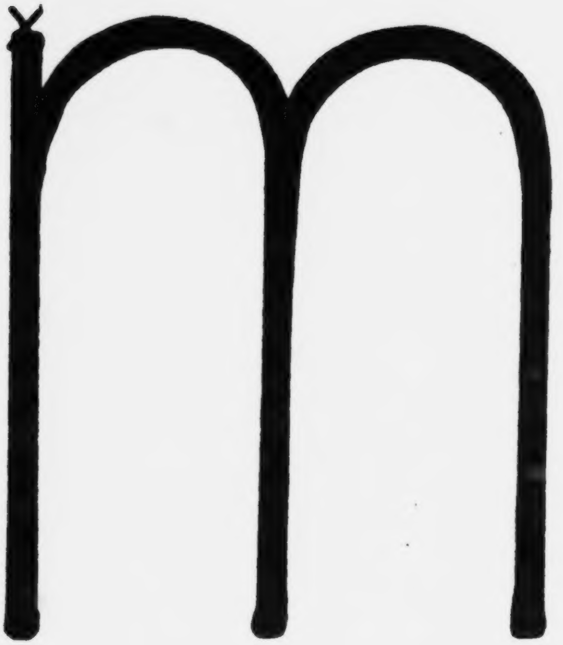
Make food mobiles for breakfast, lunch and dinner. Have the children draw pictures of foods or cut them from magazines and paste them on cardboard or oak tag backings. Punch holes in the top of each and connect the food drawings with light string.

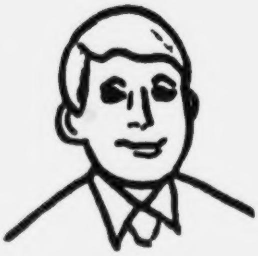
- Children can make "Monster Masks."
- Special Science Discoveries with M objects:
  - Magnets: What can they do?
  - Magnifying glass: How does it change things?
  - Microscopes: What can you see?
  - Melt objects: Things change when heat is applied.

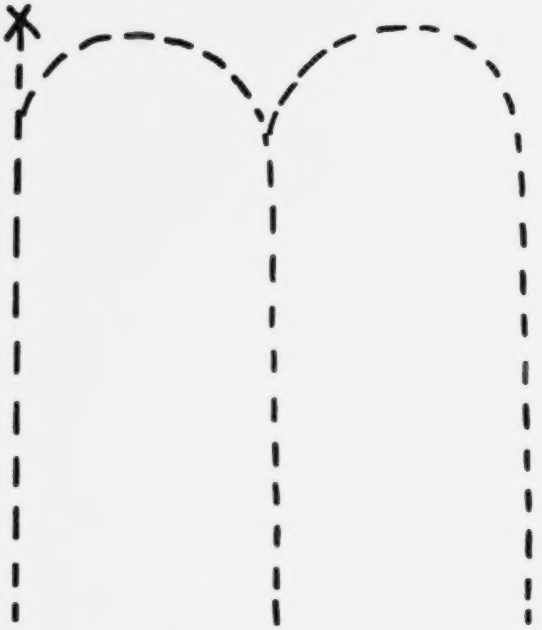




Upper case M: 1 stroke	Begin at the head line--pull straight down to the foot line, trace back up to the head line then make a slanted line down to the right to touch foot line, slant back up to the right to touch the head line then pull straight down to touch the foot line.
Lower case m: 1 stroke	Begin at the waist line pull straight down to the foot line, trace back up to just before the waist line, curve up to the right to touch the waist.line and pull down to the foot line--now trace back up to the line you just made almost to the waist line, curve up to the right to touch the waist line and pull down to the foot line.







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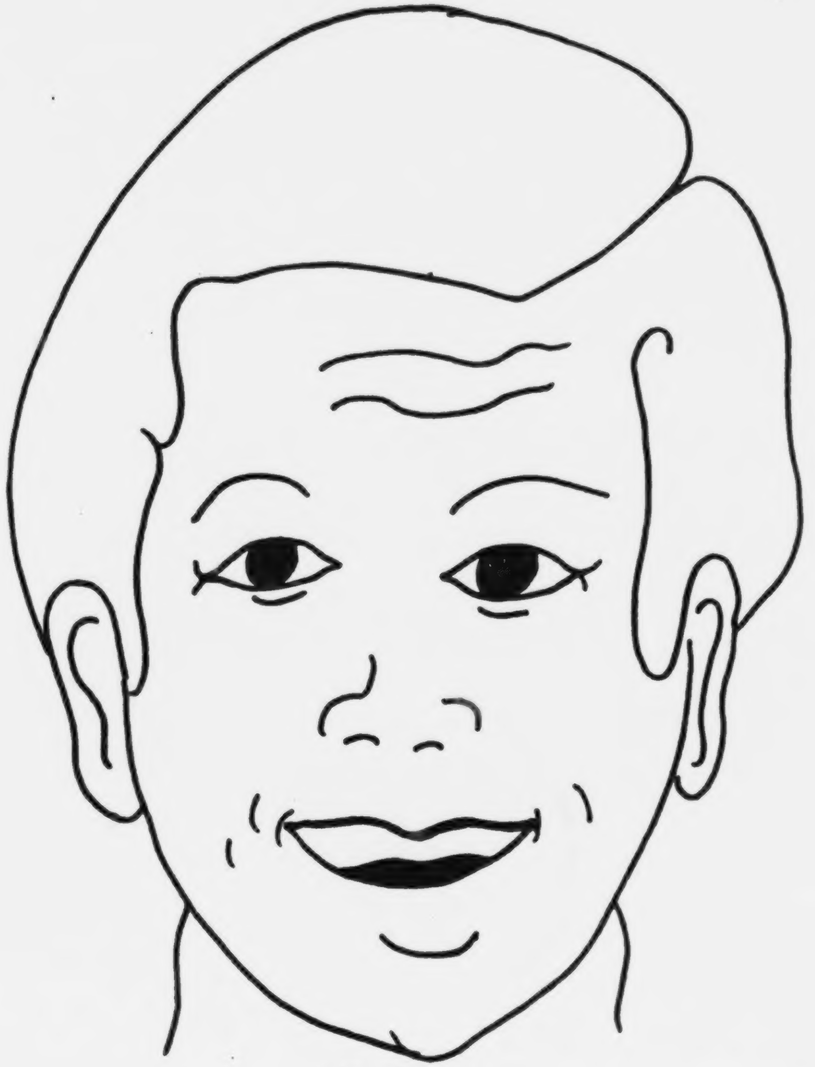


m

h n m r o s m u w

m w n h r g v m m

n

MULTI-SENSORY LETTER SUGGESTIONS:

- newspaper
- noodles

SOUND DISPLAY SUGGESTIONS:

- nuts
- noodles
- numbers
- newspaper
- nail
- napkin
- nickel
- nest

LITERATURE:

- Little Bunny Follows His Nose by Katherine Howard (Golden Press, Western Publishing Company, Inc., 1971).

Poetry

Night
by Mary Ann Hoberman

The night is coming softly, slowly;
Look, it's getting hard to see.
   Through the windows
   Through the door,
   Pussyfooting
   On the floor,
   Dragging shadows,
   Crawling,
   Creeping,
   Soon it will be time for sleeping.
Pull down the shades.
Turn on the light.
Let's pretend it isn't night.

My Nose
by Dorothy Aldis

It doesn't breathe;
It doesn't smell;
It doesn't feel
So very well.

I am discouraged
With my nose;
The only thing it
Does is blows.

RIDDLES:

The Secret
Author Unknown

We have a secret, just we three,
The robin, and I, and the sweet apple tree;
The bird told the tree, and the tree told me,
And nobody knows it but just we three.

But of course the robin knows it best,
Because he built the--I shan't tell the rest;
And laid the four little--something in it--
I'm afraid I shall tell it every minute.

But if the tree and the robin don't peep,
I'll try my best the secret to keep;
Though I know when the little birds fly about
Then the whole secret will be out.

ALLITERATION:

- "The nine noisy nurses were nice to Nan."

OCCUPATIONS:

- nurse
- navigator

COOKING:

Norwegian Apple Cake

4 slices whole wheat bread
4 tablespoons butter
4 tablespoons sugar
4 cups applesauce

Tear bread into small pieces. Melt butter over medium heat. Add bread crumbs. Stir until the butter is absorbed. Add sugar and stir gently until the sugar disappears and bread is crisp. In dishes, put a layer of bread crumbs and about 1/2 cup applesauce.

GAMES AND ADDITIONAL ACTIVITIES:

Painted Noodle Necklace

Give each child a length of picturewire or stiff string. It should be long enough to fit over the child's head, like a necklace. Tie a knot around a noodle at one end so the noodles don't slip off. The noodles should have wide holes and be as short as possible. Rigatoni does well. String and paint. Admire!

Funny Noses

Give each child a paper plate and a balloon. Direct the children to make a face on the paper plate using crayons, construction paper, buttons, yarn, cloth, felt, strips of newspaper. Have them poke a hole where the nose should be, blow up their balloons for the noses, and poke the balloon through the plate. Tape the balloon through the plate. Tape the balloon to the back side.

Noisemakers

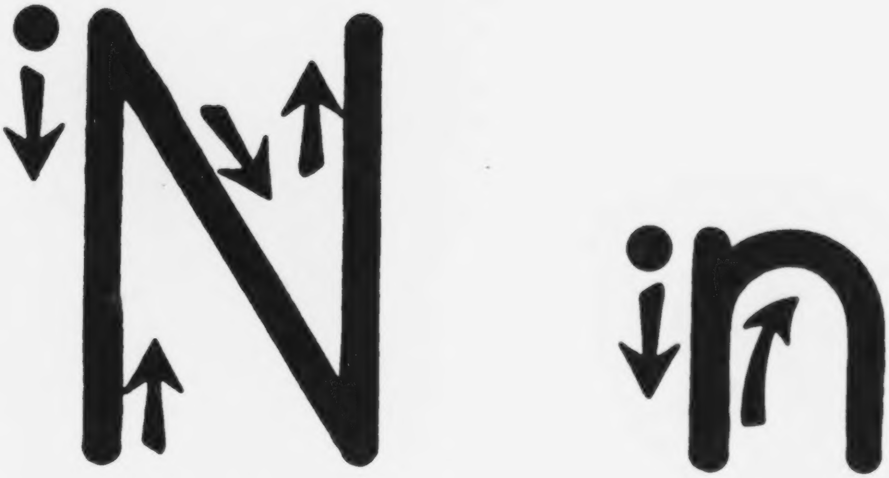
- Coffee can - Cut off the tops and use the plastic tops that come on coffee cans. Drum on.
- Rattles - Fill an assortment of containers with dried peas, buttons, sand, bottle caps, pins.
- Pocketcomb and wax paper - Tape a piece of wax paper the same size as the comb to one side of the comb. Hum with lips against the paper.
- Stretched rubber band noisemakers - Stretch the rubber bands across blocks, open boxes, chair legs. Twang them.
- Sandblocks - Glue a piece of sandpaper to a block of wood. Make several. Rub surfaces together to make a sound.

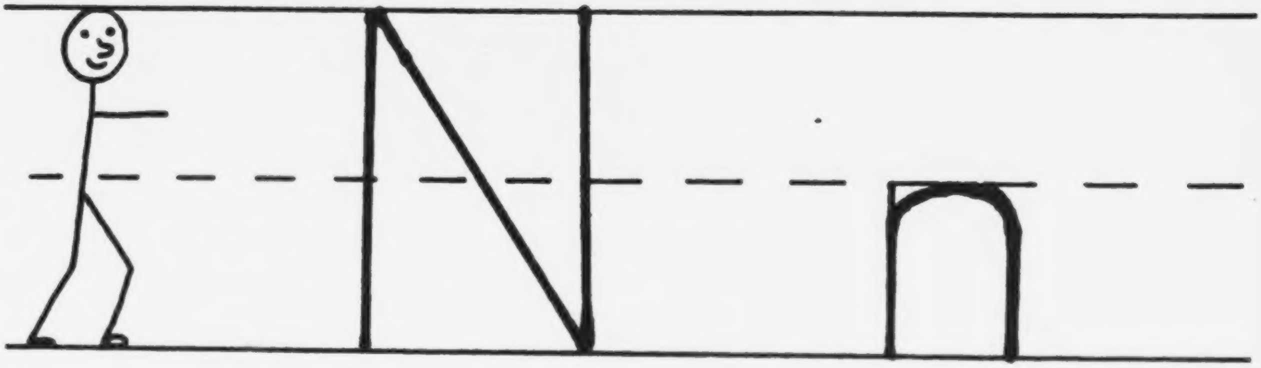
Discussion

- Neighbors and neighborhoods.

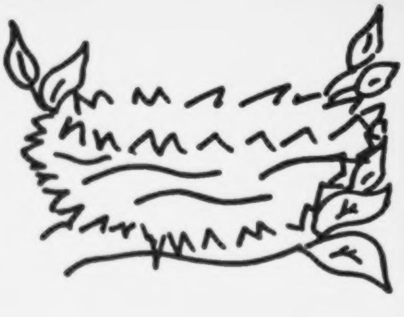
Newspapers

- "My Weekly Reader."





Upper case N: 1 stroke	Begin at the head line pull straight down to the foot line, trace back up to the head line, make a slanted line down to the right to the foot line. Now go straight up to the head line.
Lower case n: 1 stroke	Begin at the waist line, pull straight down to the foot line, trace back up almost to the waist line curve up to touch the waist line and pull straight down to touch the foot line.



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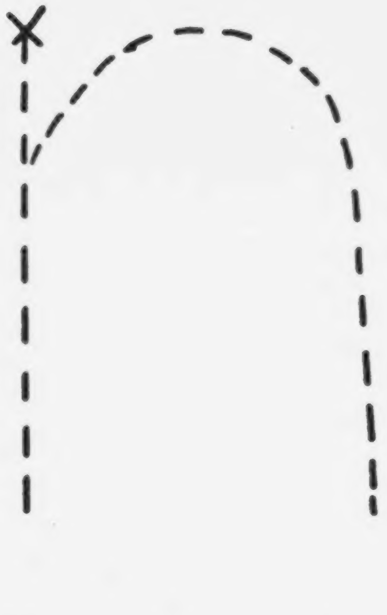

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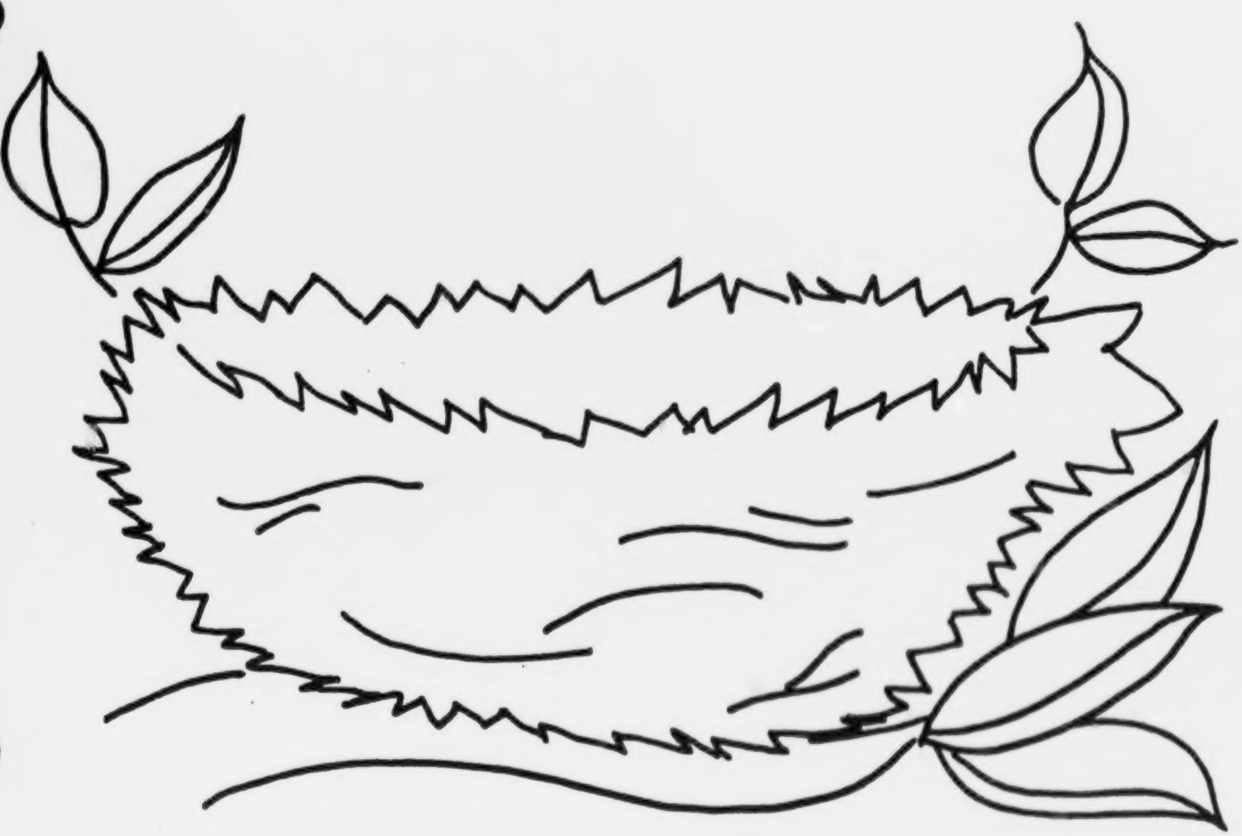


n

n o h u r n a m n

u w m n h n c n

O

MULTI-SENSORY LETTER SUGGESTIONS:

- Cheerios

SOUND DISPLAY SUGGESTIONS:

- olives
- octopus
- octagon

LITERATURE:

Poetry

The Ostrich Is a Silly Bird
by Mary E. Wilkins Freeman

The ostrich is a silly bird,
With scarcely any mind.
He often runs so very fast,
He leaves himself behind.
And when he gets there has to stand
And hang about till night,
Without a blessed thing to do
Until he comes in sight.

The Octopus
by Ogden Nash

Tell me, O Octopus, I begs
Is those things arms, or is they legs?
I marvel at thee, Octopus;
If I were thou, I'd call me Us.

From Oddity Land
by Edward Anthony

I know seven mice
That go skating on ice.
One doesn't like it and six think it's nice.

I know a raccoon
That can whistle a tune,
But only on Tuesdays when there's a full moon.

I know an ox
That always wears socks.
He's specially fond of the ones that have clocks.

I know a whale
That receives lots of mail.
He opens it up with a flick of his tail.

RIDDLES:

- This funny bird has long legs and can't fly __________. (ostrich)
- When it's dark, I turn the light __________. (on)
- This animal pulls heavy loads __________. (ox)
- This animal has eight tentacles __________. (octopus)
- This is the name of a month __________. (October)

ALLITERATION:

- "Olivia ate a lot of olives in October. Isn't that odd?"

OCCUPATIONS

- optician
- organist
- operator

COOKING:

- Eat stuffed olives.
- Make omelets.

GAMES AND ADDITIONAL ACTIVITIES:

- Have children make an octopus. Cut strips of paper, roll them around a pencil or their fingers to curl them, and paste one end of each strip at the edge of the large center circle so that the strips curl up.

The Octopus

An octopus has a soft, pear-shaped body joined at its head by a short neck. The octopus has two eyes in its head. An octopus has eight tentacles around its mouth. Each tentacle has powerful sucker discs with which the octopus catches food. An octopus eats fish, lobster, and crabs. The octopus has an opening like a funnel beneath its head. The octopus swims by drawing water into its body and then forcing it out through the funnel. The sudden force of the water shoots its body backward like a rocket. The octopus lives in salt water and moves on the sea bottom. Most octopi are the size of a man's fist, but the largest octopus reaches 20 feet from tip to top of its outstretched tentacles. To conceal itself from its enemy's view, the octopus squirts a black fluid from its funnel which forms a dark cloud.

The Ostrich

An ostrich is the largest living bird. It has long legs, a high back and small head. A full-grown ostrich is 7 to 8 feet high and weighs between 200 and 300 pounds. An ostrich is known for its speed. It can run 60 miles an hour. Note its long powerful legs. The ostrich cannot fly because it has such short wings. However, the wings do help lift its weight from the ground when the ostrich is running at top speed. Ostrich eggs are the largest of any bird. The eggs weigh three pounds each. An ostrich defends itself by kicking with its long, thick legs. Wild ostriches live on grass, leaves, seeds, and fruits. They also eat birds and insects. An ostrich, like a camel, can go a long time without water. The female ostrich is a dull gray and white or a brownish gray. The male ostrich is handsome with a black body and white wings and tall plumes. The ancient belief that an ostrich hides its head in the sand when it is frightened is only a myth.

Make O's

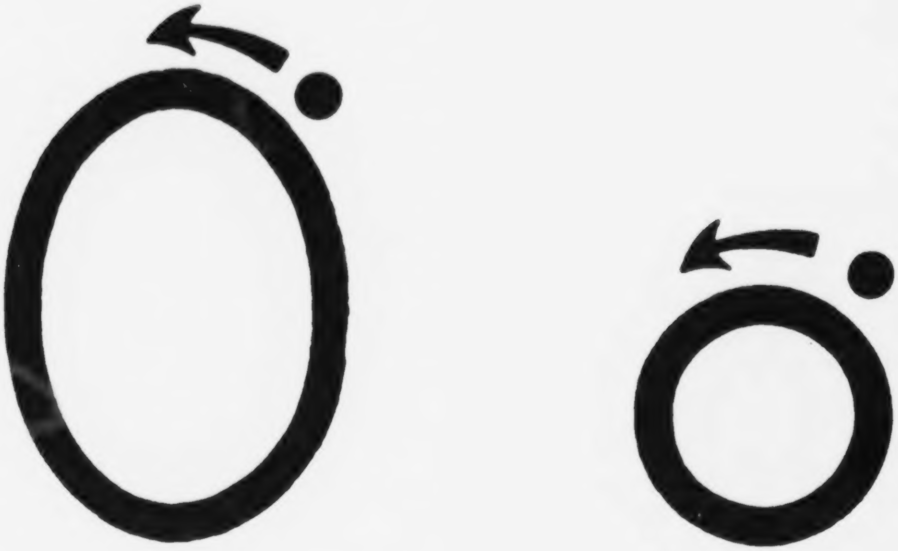
- With the thumb and forefinger of one hand.
- With the thumb and forefinger of both hands.
- With arms circled over their heads.
- With two children facing each other holding their arms up in a circle.
- With the entire class forming a large circle.

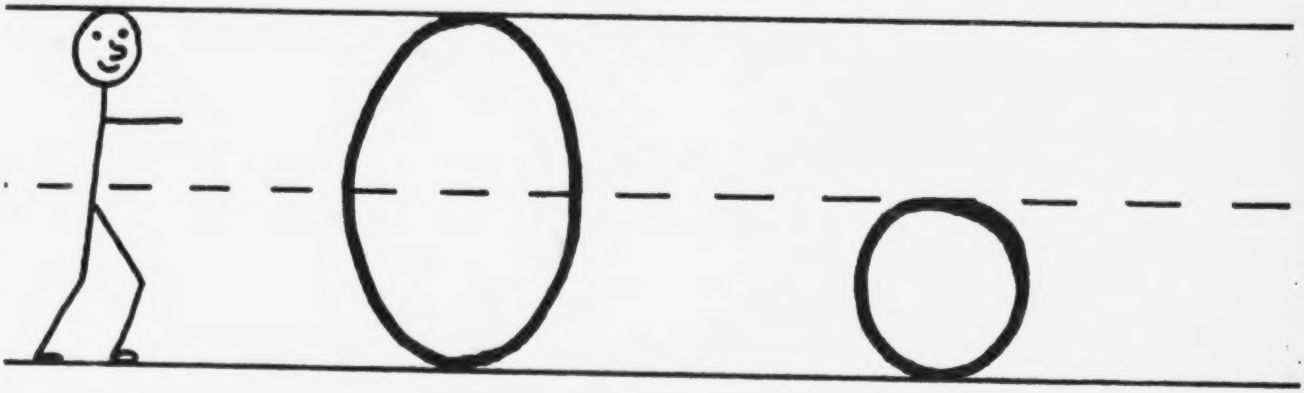
Play Doctor

Pass out tongue depressors to students. With the children in pairs, pretend to be doctor and patient. The patient saying /o/ (ah).

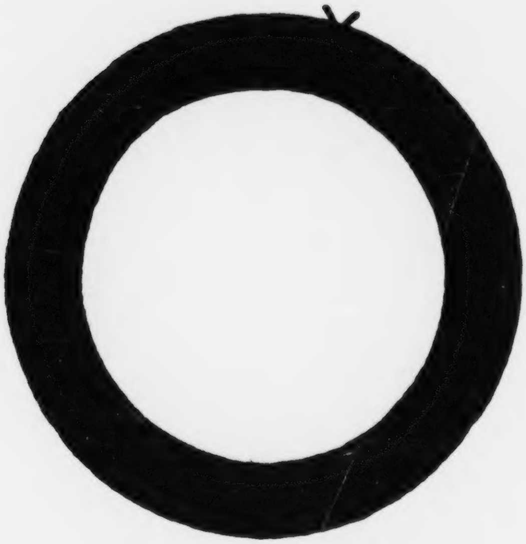
Make Paper "O" Chains

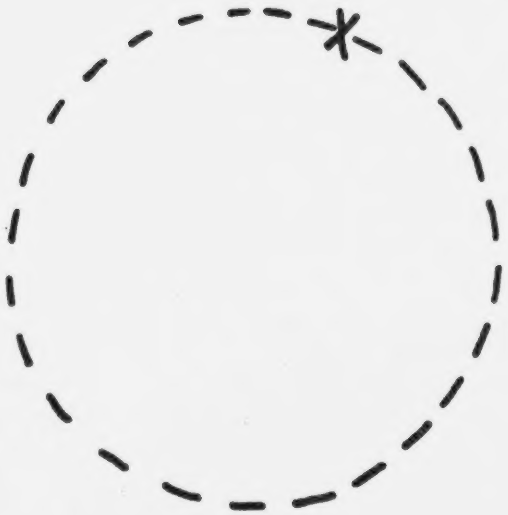
Cut strips of paper of various colors. Let children form the strip into round O's linking them together, then pasting the ends. Chains can also be incorporated into an auditory discrimination game. Dictate words, some of which begin with /o/, have him/her add a link to his/her chain. The children will be motivated to see who can make the longest chain.





Upper case O: 1 stroke	Begin just below the head line--make a circle to the left that reaches up to touch the head line and all the way down to touch the foot line, then up to the head line again.
Lower case o: 1 stroke	Begin just below the waist line--make a circle to the left that reaches up to touch the waist line and down to touch the foot line, then up to the waist line again.





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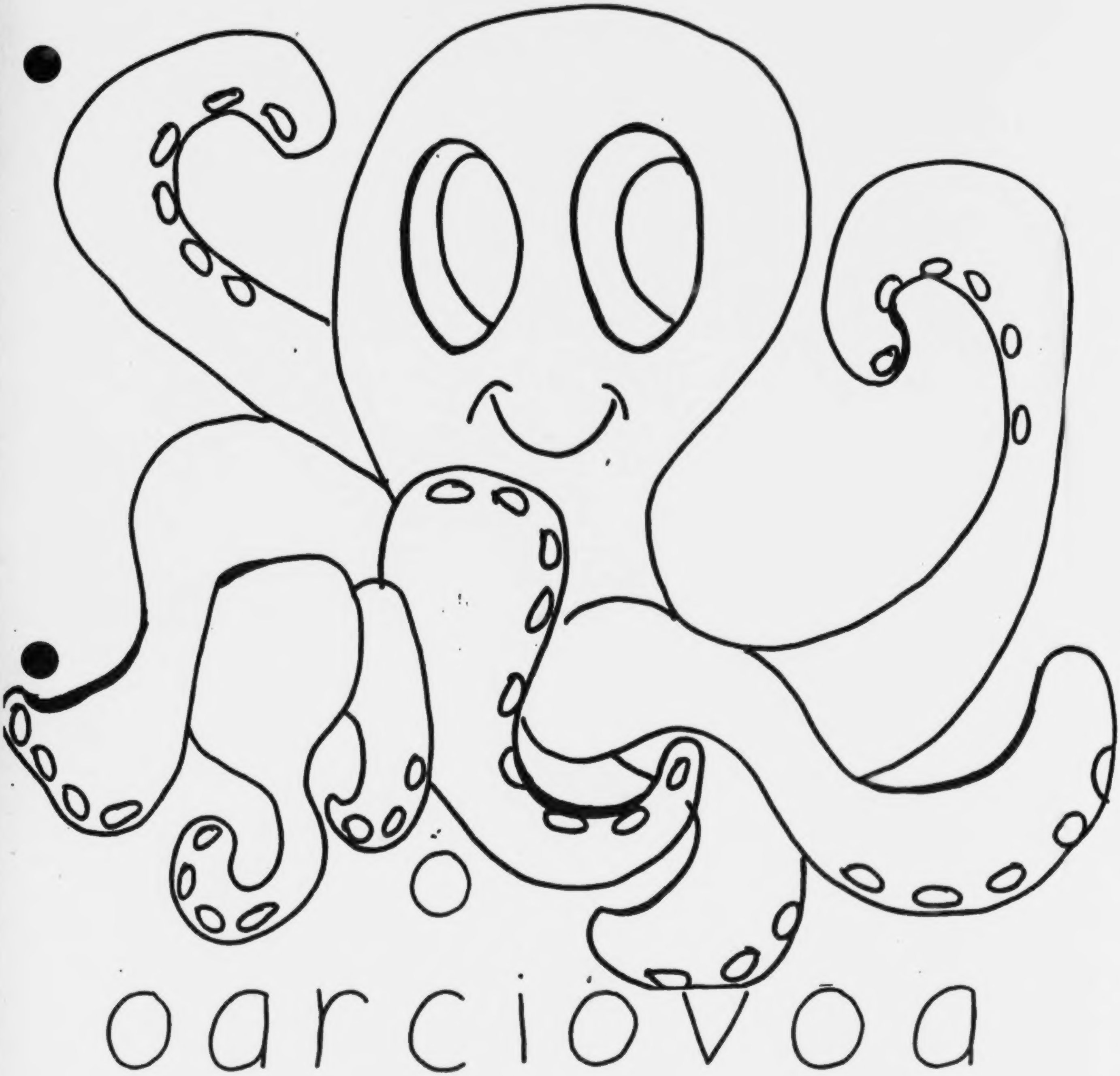
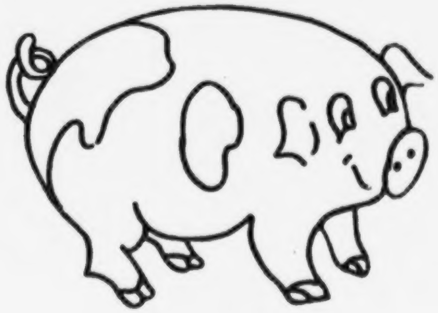


oarciovoa

bapoceoo

P



MULTI-SENSORY LETTER SUGGESTIONS:

- pipe cleaners
- peas (split)
- pearls
- paper (wallpaper, wrapping, etc.)

SOUND DISPLAY SUGGESTIONS:

- pumpkin
- popcorn
- pin
- pig
- paper
- peanut
- pencil
- pen
- pine cone

LITERATURE:

- The Three Pigs - many versions available.
- The Tale of Peter Rabbit by Beatrix Potter.

Poetry

Tug Boat
by J. J. Thompson and Louise Binder Scott

All together, girls and boys.
Make a little puffing noise:
"p, p, p, p, p, p, p."
Put your lips together, so;
Let your little tug boat go
"p, p, p, p, p, p, p."
Take it all around the lake,
As the engine sound you make:
"p, p, p, p, p, p, p."

P's the Proud Policeman
by Phyllis McGinley

P's the proud Policeman
With buttons polished neat
He's pleased to put his hand up
When you want to cross the street.
By daylight he protects you;

He protects you through the dark
And he points the way politely
To the playground or the park.

Song of the Pop-Bottlers
by Morris Bishop

Pop bottles pop-bottles
in pop shops;
The pop-bottles Pop bottles
Poor Pop drops.
When Pop drops pop-bottles
Pop-bottles plop!
Pop-bottle-tops topple!
Pop mops slop!
Stop! Pop'll drop bottle!
Stop, Pop, stop!
When Pop bottles pop-bottles,
Pop bottles pop!

RIDDLES:

- A treat you eat at the movies. (popcorn)
- An animal who sleeps in the mud. (pig)
- You use me to write your name on paper. (pen, pencil)

ALLITERATION:

- "Peter Piper picked a peck of pickled peppers."

Peter Piper
Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked;
If Peter Piper picked a peck of pickled peppers;
Where's the peck of pickled peppers Peter Piper picked?

OCCUPATIONS:

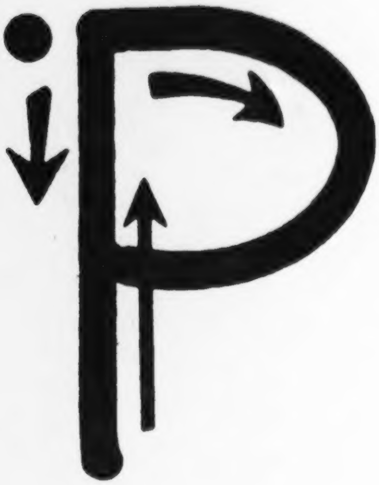
- pilot
- publisher
- postman
- poet
- printer
- performer
- painter
- paratrooper
- pianist

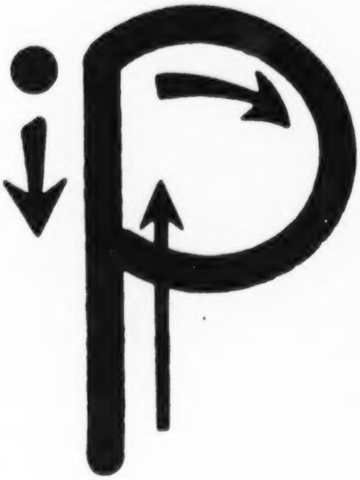
COOKING:

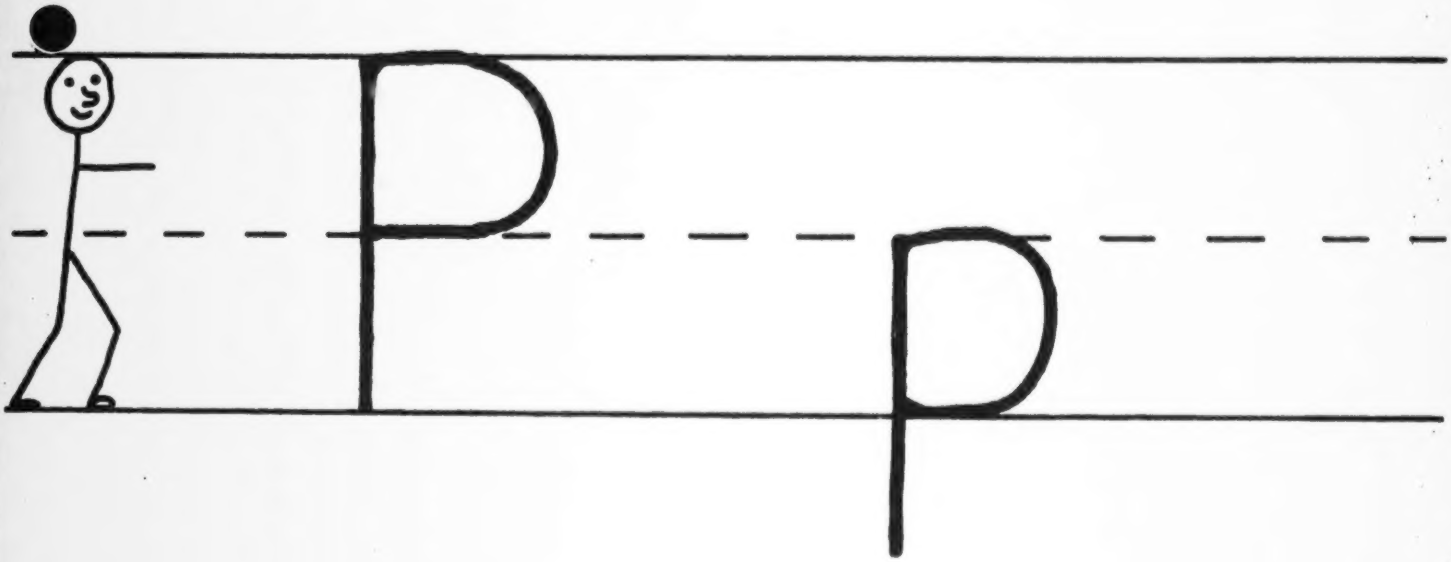
- Prepare popcorn.
- Prepare pumpkin pie (or bread) and eat to enjoy!
- Taste: popsicle, pickle, pudding, potato chips, and peanuts (watch out for allergies).

GAMES AND ADDITIONAL ACTIVITIES:

- Have the children hold a small piece of paper close to their mouths as they say /p/. The paper will move if the sound is made correctly.
- Play the PUSH and PULL rocking game: Two children sit facing each other with feet touching, holding hands. The teacher says PUSH, and the child pushes forward. The teacher says PULL faster and it looks like a rocking boat.
- Potato Printing: Cut potatoes in half and draw a simple design on the cut white part of the potatoes. Cut out all the potato around the design; leave the shape you have designed raised up. You could reverse this by cutting out the shape and leaving the rest so the shape will be the color of the paper on the finished product, and color will surround it.
- Make puppets and have a puppet show.
    - sock puppets
    - hand puppets
    - paper bag puppets
    - walking puppets
- Printed Wrapping Paper: Have the children print designs on sheets of white tissue paper. They can do this by dipping various materials in paint and pressing them on the tissue. Some objects effectively used are carrot stubs, half a cabbage, pieces of potatoes, empty spools, plastic forks, clothespins, corks, potato mashers, pencil erasers, alphabet blocks and pieces of sponge. Have the students save the paper to use as gift wrap.
- Pane Painting on Plastic: Cut several pieces of clear plastic wrap to fit your classroom windows. Cover the plastic with a creamy mixture of white tempera, liquid soap and water. Let the children use tempera paints to paint pictures of things beginning with P, /p/, or pictures that portray a seasonal theme. These paintings can be viewed from inside and outside.

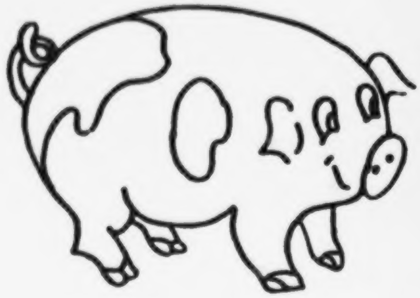


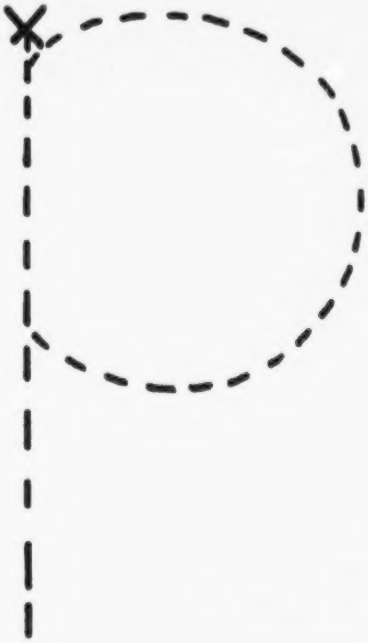




Upper case P: 1 stroke	Begin at the head line pull straight down to the foot line--trace back up to the head line--make a half circle that comes down and meets your first line at the waist line.
Lower case p: 1 stroke	Begin at the waist line--pull straight down through the foot line and about half way into the drop space. Trace back up the line to the waist line--make a half circle that comes down and meets your first line at the foot line.

p





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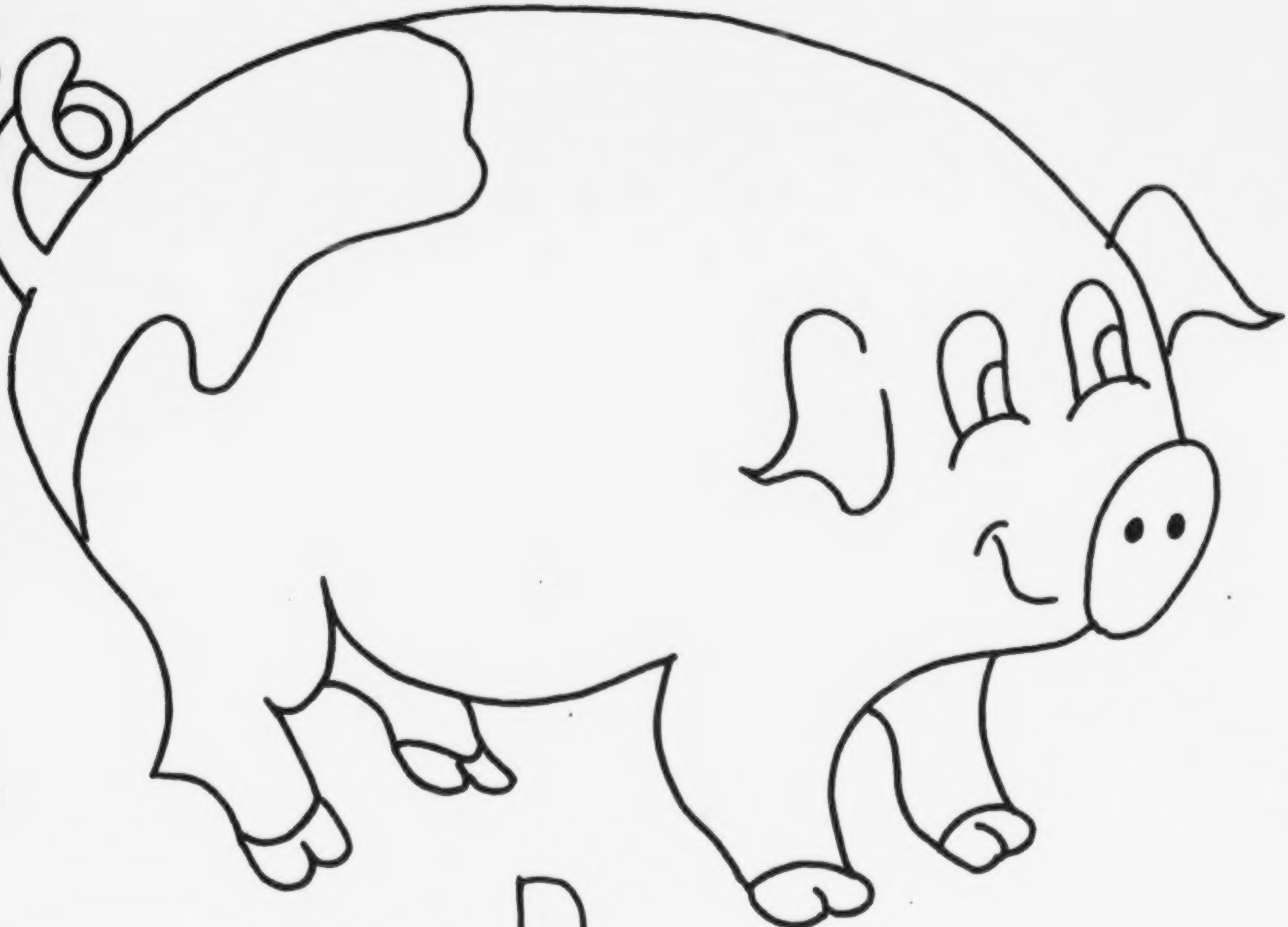


p

p a b h p d g p

n q e c p z t p b

q

MULTI-SENSORY LETTER SUGGESTIONS:

- Quaker Oats
- "quick" sand - sand mixed with glue to paint on with brush or Q-tip
- "quick" silver - silver glitter mixed with glue
- quilt pieces - little squares of fabric

SOUND DISPLAY SUGGESTIONS:

- quilt
- quill
- Quaker Oats
- queen's picture
- question mark (on a card)
- quiver
- quart container
- quarter

LITERATURE:

- The Quarreling Book by Charlotte Zolotow (Hale, 1963).
- The Question and Answer Book Series (Random House).
- Make Way for Ducklings by Robert McCloskey (Viking Press, 1941).

Poetry

The Queen of Hearts

The Queen of Heats,
She made some tarts,
All on a summer's day.
The Knave of Hearts,
He stole the tarts,
And took them clean away.

The King of Hearts
Called for the tarts,
And beat the Knave full sore.
The Knave of Hearts
Brought back the tarts,
And vowed he'd steal no more.

RIDDLES:

- What you should be when you go to a library. (quiet)
- How you usually move when you're in a hurry. (quickly)
- A silver coin. (quarter)
- A type of cover that keeps you very warm. (quilt)

ALLITERATION:

- "The quiet queen quickly quacked."

OCCUPATIONS:

- queen
- quartet member

COOKING:

- Quaker Oats oatmeal cookies - recipe on box.

GAMES AND ADDITIONAL ACTIVITIES:

Quilting Bee

Each child in class does a 6" circle of paper (yarn, lace, buttons, etc. can be glued on it desired). Faces are then glued onto 8" denim squares which are then stitched together to make class quilt.

Queen Sort

Sort through decks of cards for the queens. It may be easier at first to take several decks of cards and put them into suits. Have children sort through just one suit at a time for the queens.

Royal Family Dramatic Play

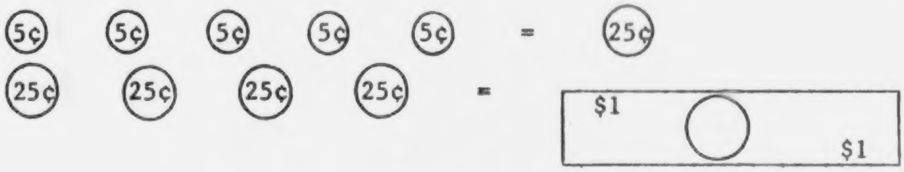
Set up a dress up area with clothes "suitable" for a queen, king, princess and prince. Don't forget the foil covered crowns.

Quill Writing

Cut the tip of a feather with a razor at an angle to make a pen. Dip the "pen" in ink or diluted tempera and write.

Math

Introduce concept of quarter = 25¢. Money board to show equivalents - use real money if possible.

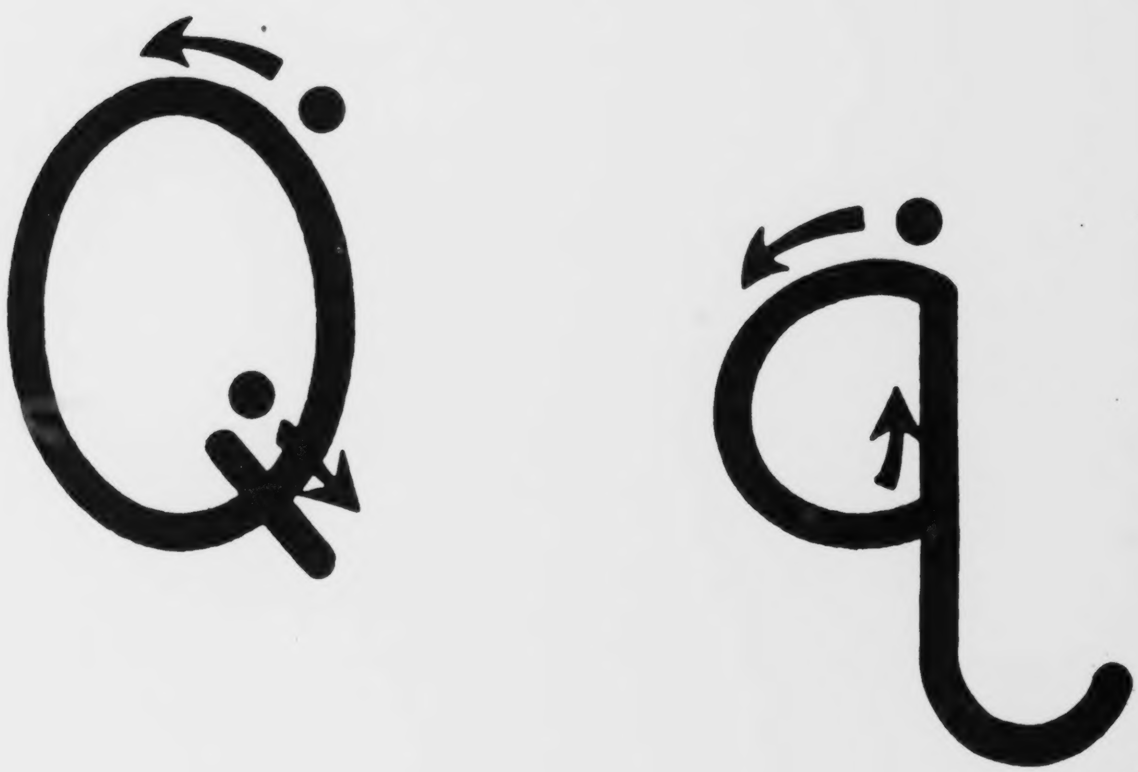


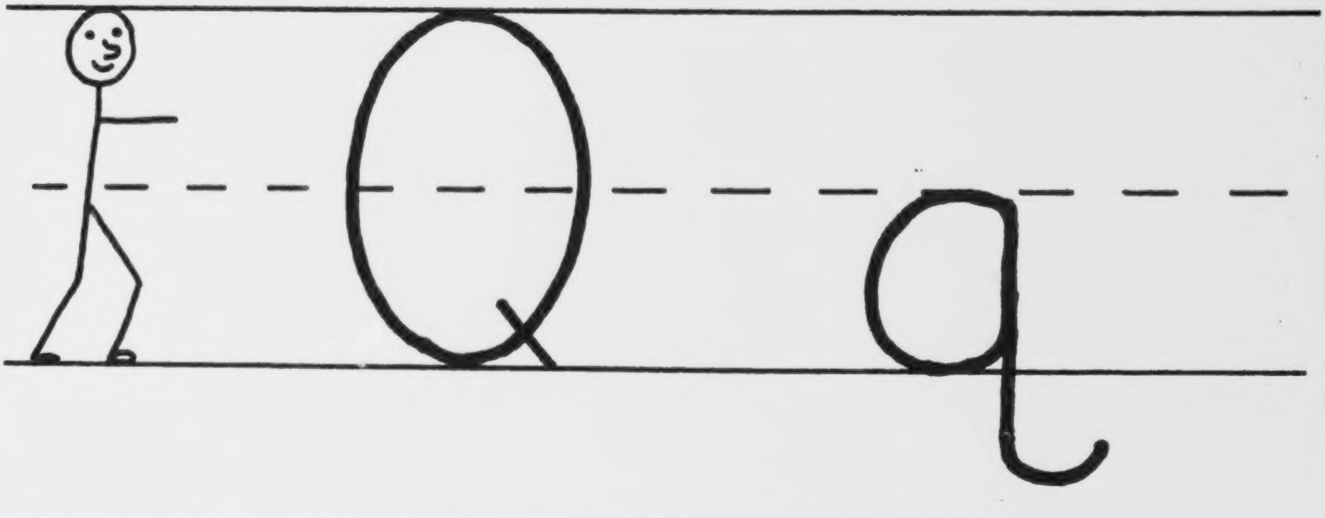
- Introduce concept of 1/4 - relate to money as well. Cut cake (play dough into 4 quarters). Measure 1/4 cup.

- Give a "quicky quiz." (Talk about what a quiz is first.) - Use letters already learned on numbers as quiz material.

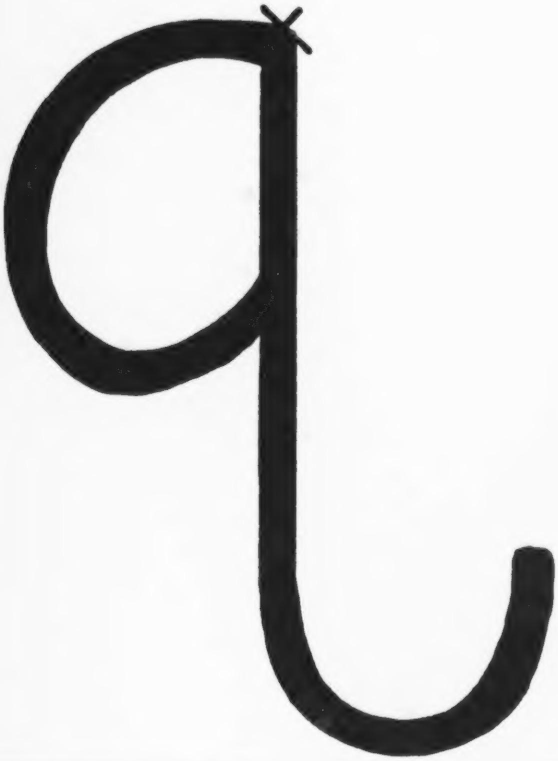
- Play a quiet game - any game will do - just add quietness as one of the rules.

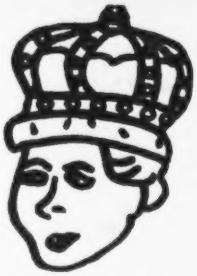
- Incorporate a "quiet time" as part of your regular schedule - a time (5 minutes) when everyone (teacher included) sits quietly and listens to environmental sounds or music, or looks at books.

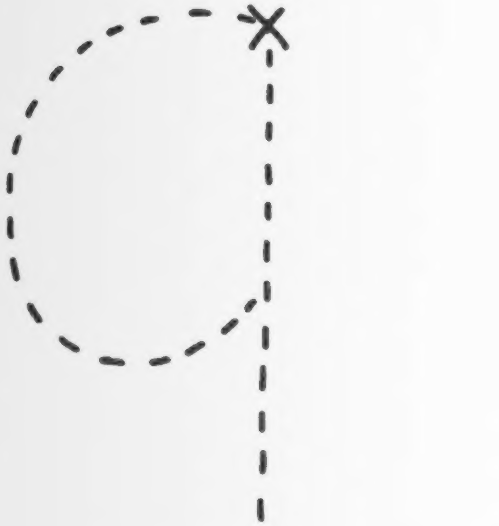




Upper case Q: 2 strokes	Begin just below the head line--make a circle to the left that reaches up to touch the head line and down to touch the foot line. Pick up your pencil and make a short slanted line from just inside the circle to the foot line.
Lower case q: 1 stroke	Begin at the waist line. Make a circle to the left that comes down to touch the foot line then back up to the starting point--now pull straight down go through the foot line a little way then curve up to the right (as if you were making a g but the other way.)







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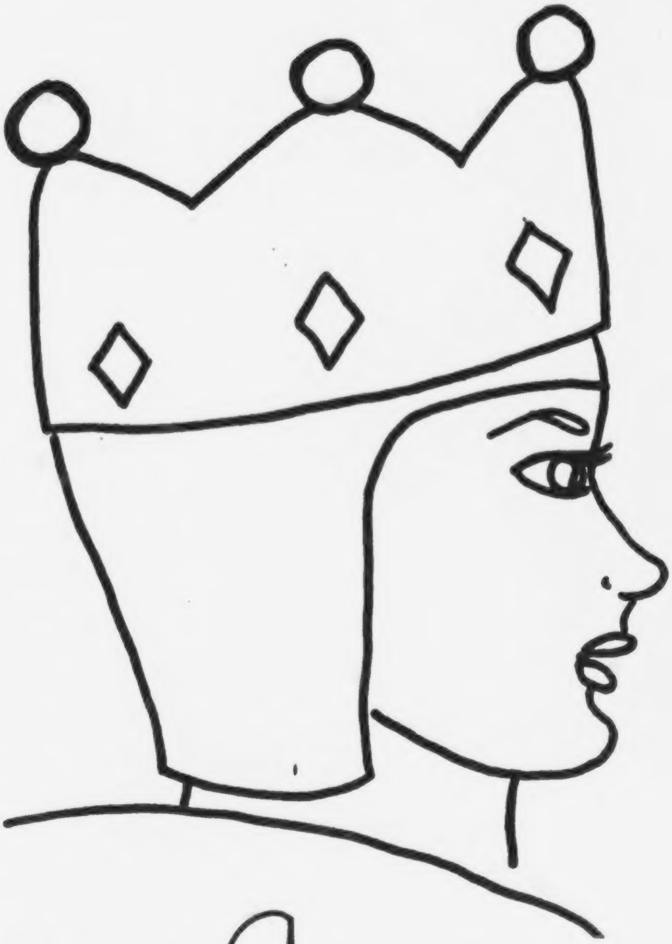


q

q a c d g q n o q

g g q a b q d g

r

MULTI-SENSORY LETTER SUGGESTIONS:

- rice
- rags (torn)
- red ribbon
- Rice Krispies

SOUND DISPLAY SUGGESTIONS:

- rock
- rabbit
- rattle
- racket
- roller skate
- ring
- ruler
- record
- rags

LITERATURE:

- Two Hundred Rabbits by Lonzo Anderson (Viking Press, 1968).
- The Velveteen Rabbit by Margery Williams (Dickenson Publishing Company, 1969).
- Tale of Peter Rabbit by Beatrix Potter (Troll Associates, 1979).

Poetry

- The sound R stands for can be introduced as the rooster sound. Show how the /r/ is pronounced with the tongue curled up toward the top of the mouth. The following poem may be used.

The Rooster

by Louise B. Scott and J. J. Thompson

Every day the rooster crows,
"r, r, r, r, r, r, r,"
As he stretches on his toes,
"r, r, r, r, r, r, r,"
He flaps his wings and shakes his head,
"r, r, r, r, r, r, r,"
And says, "Get up, you sleepy head."

What Is It?

by Marie Louise Allen

Tall ears
Twinkly nose,
Tiny tail,
And hop, he goes!

What is he --
Can you guess?
I feed him carrots
And watercress.

His ears are long,
His tail is small --
And he doesn't make any
Noise at all!

Tall ears,
Twinkly nose,
Tiny tail,
And -- hop, he goes!

RIDDLES:

- I spin around and around, and out of me comes a sound. What am I? (record)
- Baby picks me up and shakes me around and around, and out of me comes a sound. What am I? (rattle)
- I am a pretty color. I can be found in your hair, on a dress, and around a present. What am I? (red ribbon)

ALLITERATION:

- "Reggie Rabbit raced to get some radishes."

OCCUPATIONS:

- real estate salesman
- rancher
- racer
- ring master

COOKING:

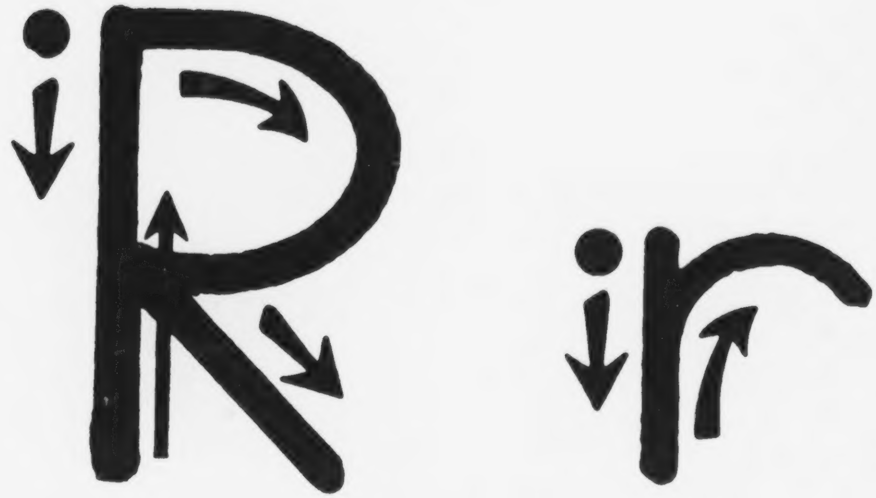
- raisins
- rye crackers

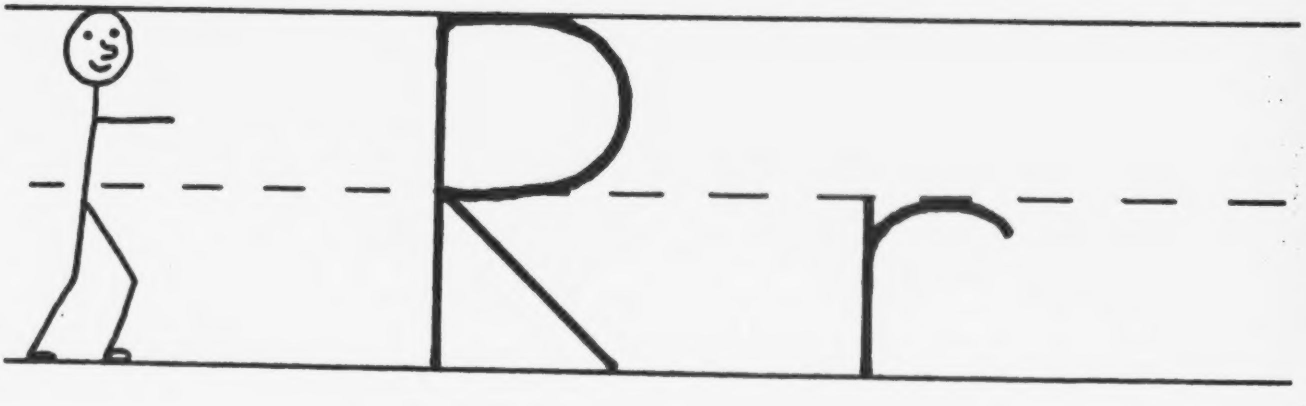
GAMES AND ADDITIONAL ACTIVITIES:

Road Runner

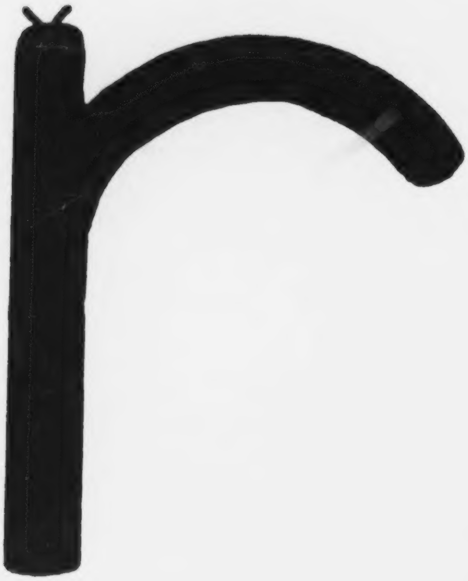
Have the children form a circle with their backs to the center. Choose one child to walk around the outside of the circle. He/She is the Road Runner and should carry an "r" cut from tagboard. When the road runner wants to have someone chase him/her, he/she gives the "r" to another child and immediately begins running around the circle in one direction.

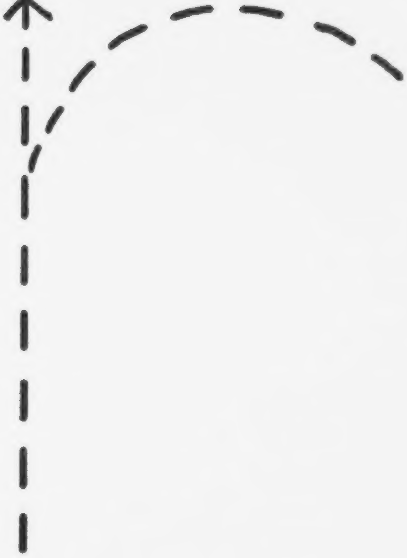
The child who receives the "r" runs around the circle in another direction, trying to beat the Road Runner back to the space he/she left in the circle. It he/she succeeds, he/she becomes the new Road Runner.





Upper case R: 1 stroke	Begin at the head line--pull straight down to the foot line--trace back up to the head line--make half a circle to the right that comes comes in and touches the waist line--Now make a slanted line down and to the right to touch the foot line.
Lower case r:	Begin at the waist line--pull straight down to the foot line, trace back up to just below the waist line and (curve up to touch the waist line then curve down a little to just below the waist line) or <make a hook that touches the waist line>.





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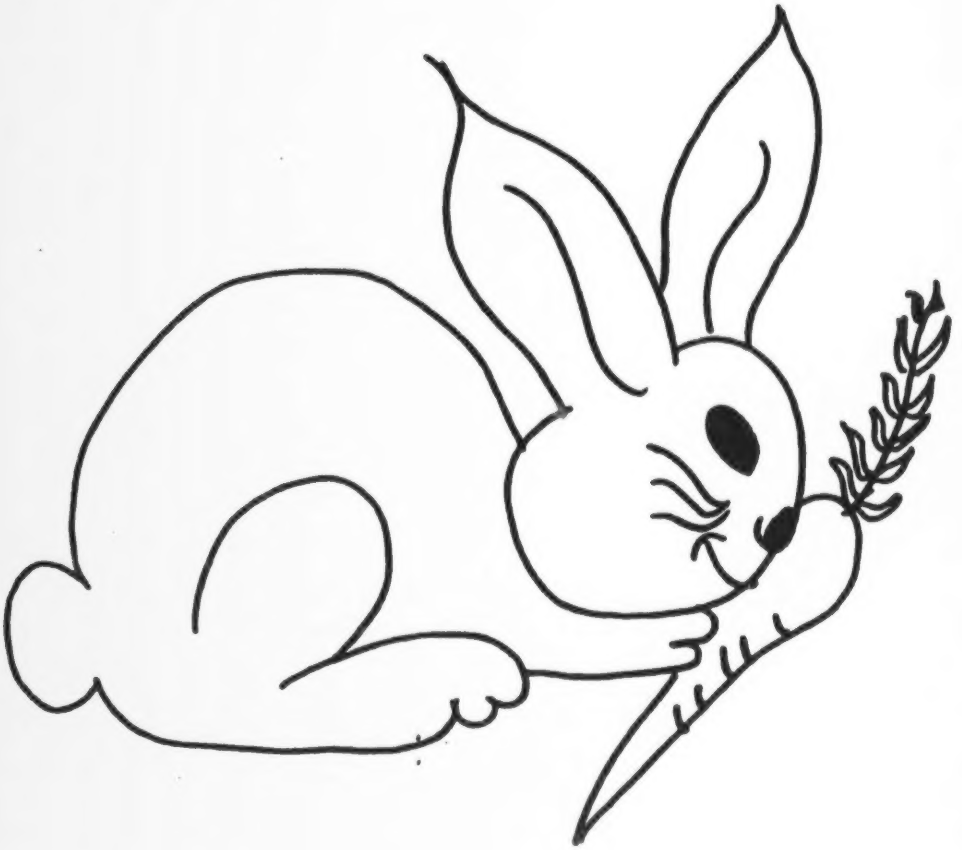
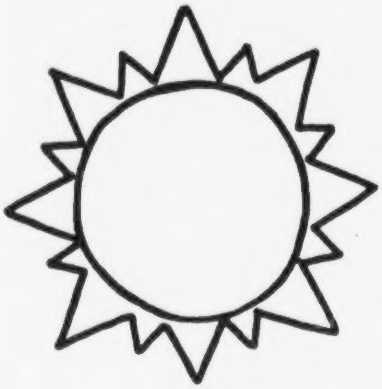


r

a b s r h u r n e

r c i r g r m h r

S



MULTI-SENSORY LETTER SUGGESTIONS:

- sand
- salt
- soda (baking)
- sandpaper

SOUND DISPLAY SUGGESTIONS:

- sweater
- socks
- stone
- sand
- silk
- sifter
- soap

LITERATURE:

- Simple Simon
- Sing A Song of Sixpence
- Blueberries for Sal by Robert McClosky (The Viking Press, 1976).
- Snowy Day by Ezra Keats (The Viking Press, 1962).

Poetry

This Is the Gate the Steam Comes Through
by Anna Carr

This is the gate the steam comes through.
"s - s - s -"
The steam can make a little song, too.
"s - s - s -"
John can make it and so can you.
"s - s - s -"
This is the place the sound must go.
"s - s - s -"
Hold back your tongue, don't let it show.
"s - s - s -"
Do it again, you soon will know.
"s - s - s -"
The steam can sing a gay little song.
"s - s - s -"
Push hard with your breath; now make it strong.
"s - s - s -"
Keep the gate shut; make the sound long.
"s----------"

1012

- Tell the children that a good "s" sound is made like steam coming from a teakettle. It hisses gently between the teeth. The best "s" sound comes from hearing acuity as the speech organs used in the production of this sound vary in shape with the individual. In this poem, have the children take a deep breath before the "s" is made so that the last line can be the prolongation of a single breath.

RIDDLES:

- A ship that can move underwater is a __________. (submarine)
- This boat needs wind to move. (sailboat)
- When you are not well, then you are __________. (sick)

ALLITERATION:

- "Silly Sally Ann sitting in the sand, saw all the seasheels and sifted them through her hands."

OCCUPATIONS:

- surveyor
- sailor
- salesman
- sportswriter
- singer (soloist, soprano)
- statesman

COOKING:

- Making sandwiches is a simple cooking activity that young children can do by themselves. This activity has another special quality. The children can take this skill home and use it there to help them feel that they are contributing in an important way to their family's activities.
- Spaghetti (use own recipe)

GAMES AND ADDITIONAL ACTIVITIES:

Snakes in the Sand

Explain that the shape of the letter S is wiggly and curvy like a snake. Put some sand in a large flat baking pan and allow the children to trace S-shaped snakes in the sand.

Alphabet Scrapbook

Add a page with pictures of words beginning with initial /s/.

I Spy

Have a child find an object in the classroom that begins with /s/. When chosen, he/she should give his/her classmates an "I Spy" clue about the object, e.g., "I spy something that begins with S. You can cut with it." After four or five unsuccessful guesses, the child should add another clue. Later the game can be played using classroom items that begin with each of the letter sounds introduced: /k/, /o/, /g/, /a/, /d/, and /s/.

1013

Spaghetti Ss

Pass out strands of cold, cooked spaghetti to the children on a piece of paper. Have them twist the spaghetti into the letter S. Place in a warm place to harden and dry. Spaghetti pictures are also fun to make.

Body Formation of S

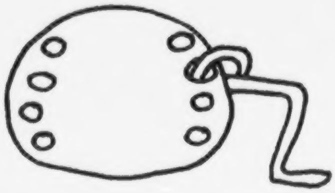
Have the children lie on their sides on the floor curled up in the S position.

Sponge Painted S

Have the children draw one or two large capital Ss on a sheet of construction paper. Have them dip small pieces of sponge into paint, then blot the paint along the S curve.

S Is for Spider

Another creature whose name begins with S is the spider. Make a large spider web on a bulletin board by stretching strings from edge to edge and securing them with thumbtacks. Then have child make a spider by cutting a circle about 4" in diameter out of construction paper. Give each child eight pipe cleaners for the spider's legs. Have him/her poke them up through the bottom of the paper circle bending a short piece over the edge to secure the legs as illustrated. Then bend the pipe cleaners to form the spider's legs. Demonstrate each step for the class. Mount the spiders on the large web so that their backs stick out from the bulletin board.



Spider on finger: legs made of pipe cleaners.

Setting Up a Store

Use coins or buttons for "money." If you have a scale, the children will be able to experiment with and learn about weight.

What Made That Sound

You will use something to make a sound, and the children must guess what made the sound. Set up a screen or big box on a table. Make the sounds behind the screen and then let the children guess. Ring a bell and ask the children to guess what made the sound. Clap your hands, pound on a drum, blow a whistle, etc.

Sounds of Our Street

Take a walk outside, play the game of listening quietly and then let the children take turns describing a sound they hear. Inside, make a list on an experience chart.

Sponge Printing

Materials: sponges
paint
paper
scissors

Mix the three primary colors: red, blue, and yellow. The first job is to mix two new colors of paint out of the three already mixed. Orange, purple, green, etc., can all be mixed from primary colors. Paint should be in wide flat dishes, like foil pot-pie dishes, so children can dip their sponges into the paint. When paint has been mixed, cut sponges. Discuss shapes, how many of each shape children are making, how many sponges there are, etc. Probably two each shape should be cut (circle, square, triangle, rectangle, letters).

Give each child a piece of paper and encourage him/her to choose one shape. Show him/her how to stick one side in the paint and press it down on his/her paper. Scraps of sponge can also be used for printing.

Scratch Drawings

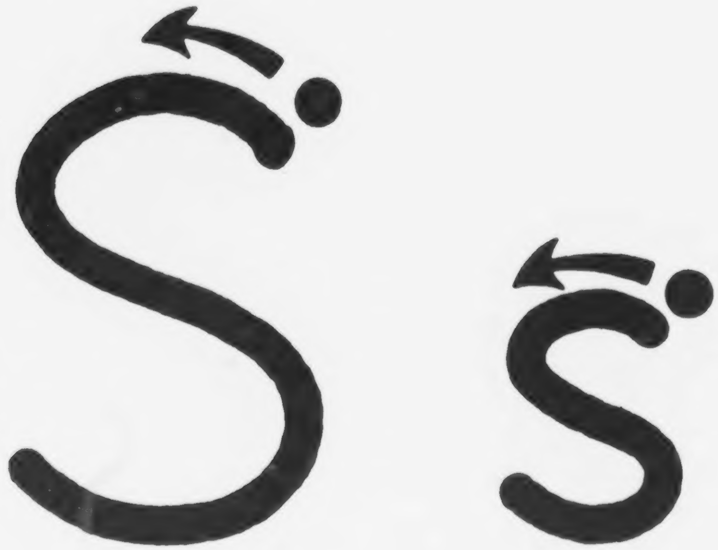
Materials: crayons
paper
toothpick

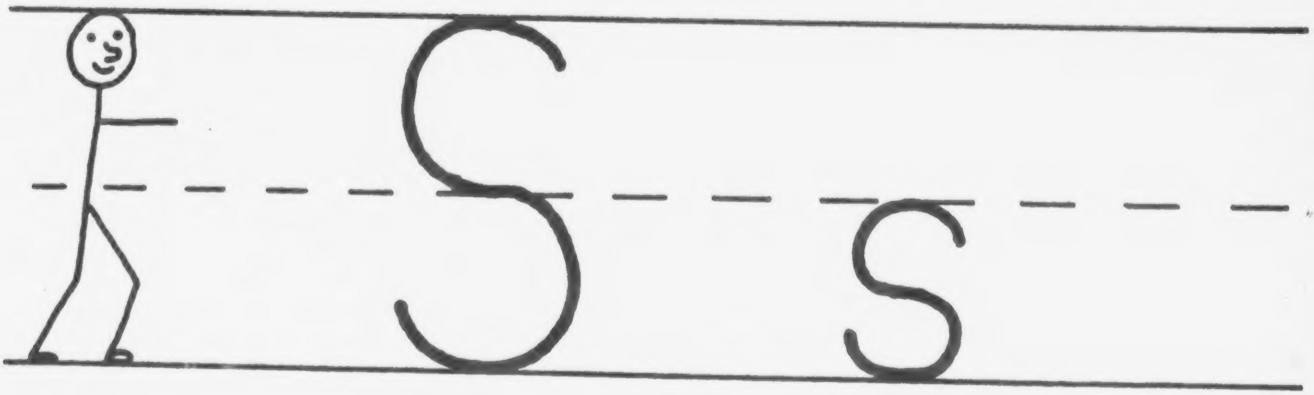
Color all the paper making patches of different colors. Show children how to press very, very hard. When the paper is completely covered with bright colors, have them color over the whole paper with black. Have children press hard again. Teachers should check to see that the whole paper is black.

Let each child scratch any picture or design he/she wants. Where the scratch marks are made, the bright colors show because the black is scratched off. This activity should only be done with other older children.

Sand Block Noisemakers

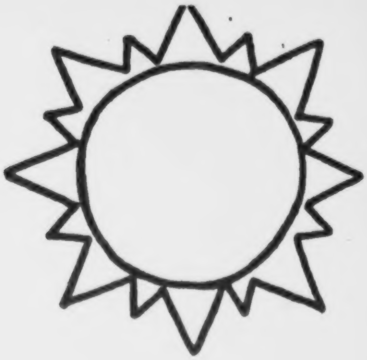
Help the children find or saw two small blocks of wood. Put each block on a piece of sandpaper. (It would help to have a finished pair of sand blocks on hand so that they know what their finished product will look like.) Cut pieces of sandpaper the same size as the broad surface of the block. Glue the sandpaper on with Elmers' Glue. When two sandpaper surfaces are rubbed together, they make a scratch sound. You can also bang the blocks together. Discussion might lead to rough, smooth, soft, hard, etc.

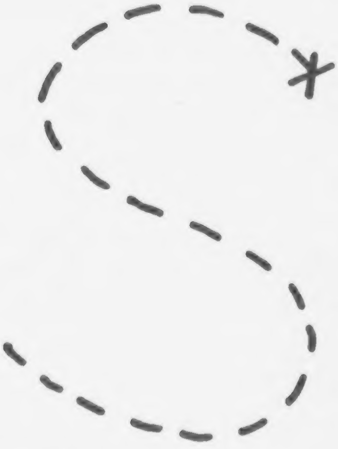




Upper case S: 1 stroke	Begin just below the head line--go up to the head line and start making a circle. Curve in on the waist line, swing down and make a curve going the other way. Turn on the foot line and swing up--Stop at the knee line.
Lower case s: 1 stroke	Begin just below the waist line--go up to the waist line and start making making a circle. Curve in at the knee line swing down and make a curve going the other way. Turn on the foot line and swing up--Stop just above the foot line.

S





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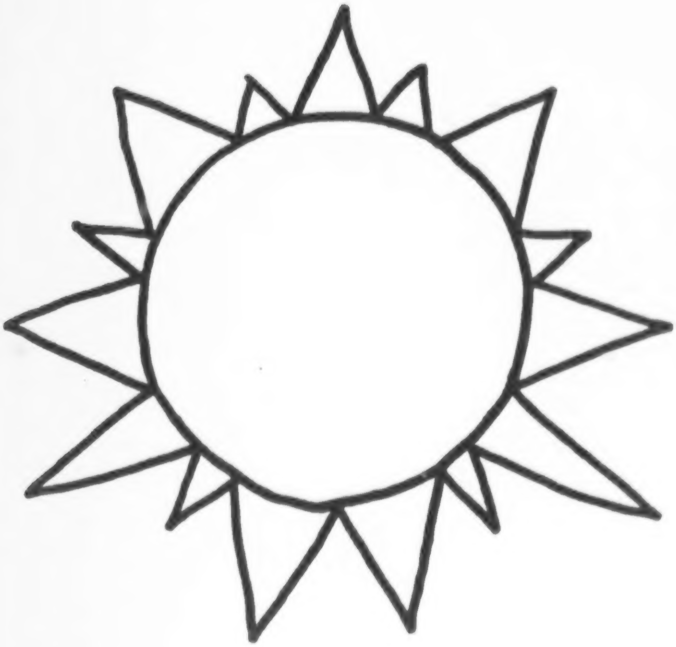


s

s c v d s s z o y

c u s n v g s t s

MULTI-SENSORY LETTER SUGGESTIONS:

- loose tea
- toothpicks

SOUND DISPLAY SUGGESTIONS:

- turkey
- trunk
- toothpicks
- tiger
- ten
- tape
- turtle
- television
- tails
- toes
- tops
- teeth
- toothbrush
- tongue
- tack
- toothpaste
- tambourine
- telephone
- toy

LITERATURE:

- The Little Engine That Could, edited by W. Piper (Platt and Munk Company, 1954).
- Timothy Turtle by A. V. Davis (Harcourt, Brace and World, 1940).
- Trucks, Tractors, and Trailers by Ruthven Todd (Putnam, 1954).

Poetry

The Little Turtle
by Vachel Lindsay

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.

He caught the mosquito.
He caught the flea.
He caught the minnow.
But he didn't catch me.

RIDDLES:

An Engine
by Polly Greenberg

What's my name?
Tooting
Hooting
Huffing
Puffing
Grunting
Shunting
Chugging
Tugging
You're right! I am a __________. (train)

ALLITERATION:

- "Tommy talked to Terry on the telephone today."

OCCUPATIONS:

- tailor
- telephone repairman
- telephone operator
- truck driver
- teacher
- trumpet player

COOKING:

Toast for a Tea Party

Toast the bread and cut off crusts. Mix 3/4 cup sugar and 1/4 cup cinnamon and put it in a shaker. Spread softened butter on each piece of toast. Sprinkle with the cinnamon sugar mixture. Put toast on a cookie sheet and warm it in the oven (325°) for a few minutes before serving.

You may also cut pieces of toast into triangles, squares, etc. Discover the smell and taste. Discuss.

GAMES AND ADDITIONAL ACTIVITIES:

Tambourines

Give each child two heavy-duty paper plates or aluminum toss-away pie plates, punched around the edges. Put the two plates on top of each other, like a closed clam shell. Pin them together with safety pins at various points. Children can string tiny dime-store jingle bells on more safety pins, and pin these around the edges, too. If you use paper plates, the children can paint their tambourines.

Stuffed Turkeys

Materials: small paper bags
rubber bands
construction paper
stapler
newspaper
feathers (or feather-shaped strips of construction paper)
glue
crayons
construction paper heads and necks

Give each child a small paper bag. Allow each child to crumple newspaper until he/she has enough puffs to stuff his/her bag so it will just close. Talk about what piece of the body the bag will be. When the bags are stuffed, close the top with a rubber band, and let each child pick five feathers. Discuss colors and ideas on where the feathers will go. Put the paper bag on its side and glue feathers, or staple them, to the bottom. Staple necks and heads, which have been pre-cut and look something like an upside-down stocking, onto the opposite end. The paper that the neck and head are cut from should be doubled so two identical heads and necks, fastened at the top, are cut. One is stapled on each side of the neck of the bag, and they are then glued together. Inviting the children to paint the bag, or body of the turkey, is optional. Discuss: fur vs. feathers.

Tiger Masks

Materials: large paper bags
scissors
tape
telephone wire (cut into 6" pieces) or pipe cleaners
paint or crayons

Give each child a large paper bag. Measure where eyes and mouth will be. After each child has been measured, the masks can be painted with orange and black paint. The last thing to talk about is whiskers, where they go, how they feel, what other animals have them, etc. Let each child pick ten pieces of pre-cut wire. Help them poke five pieces of wire through the bag, five on either side of the mouth, and tape them in place on the inside.

How can you use this mask-making craft project to lead into drama or dramatic "tiger" play?

Turtles

Turtles can be made from empty walnut shells, crayons, glue, and construction paper. Teachers can pre-cut a simple construction paper turtle shape with a head, tail, and four legs. Distribute walnut shell halves. Put glue on the bottom of the shell and then let each child stick the pre-cut turtle body onto the paper. As it dries, each child can draw eyes, mouth, and other features on the turtle.

You can make this a reading and writing activity. Write a few sentences about the experience. Give each child a card with MY TURTLE written on it.

Train

Have your students form a train. Have each child place his/her hands on the shoulders of the child in front of him/her. The first child in line should place his/her hand on his/her hips. The children should take short steps on their toes, saying "Choo-Choo" as they do. The train must stop at various stations. Tape letter cards with each of the letters the children know in various locations in the room to indicate where the train stops. The first child in line pretends to be the conductor. As the train approaches the station, he/she calls out the name of the station by saying the name of the letter. Then he/she goes to the back of the train and another child has the chance to be conductor as the train continues around the room, stopping at each lettered station. Have the train go around a second time; this time the conductor calls out the sound the letter represents as the train stops at each station.

Tops

Have the children hold their arms together above their heads and turn around in a small circle several times.

Toy Store Window

Cut strips from black construction paper beforehand. Pass out 9" x 12" manila paper and three black strips (two 9" and one 12") to each child. Have them paste the black strips to form the window panes of a toy store window. Direct the children to draw some of their favorite toys in each of the window panes. Later have the students share their pictures with their classmates and tell a story about the toy store window.

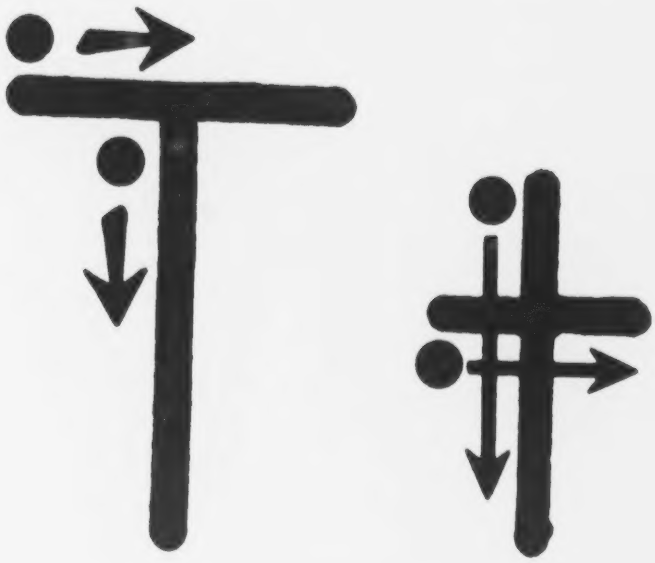
- Be tiny and tall. Exercise doing "touch toes."
- Trot (like a horse), twist (like a pretzel), tumble (like a ball tumbling down the stairs), turn (like a top).
- Teach "Ten Little Indians/Tigers."
- Discuss telephones: dial, push button, color possiblities.
- Discuss turtles: If you cannot have a turtle for a permanent pet, try to have one visit for the day.

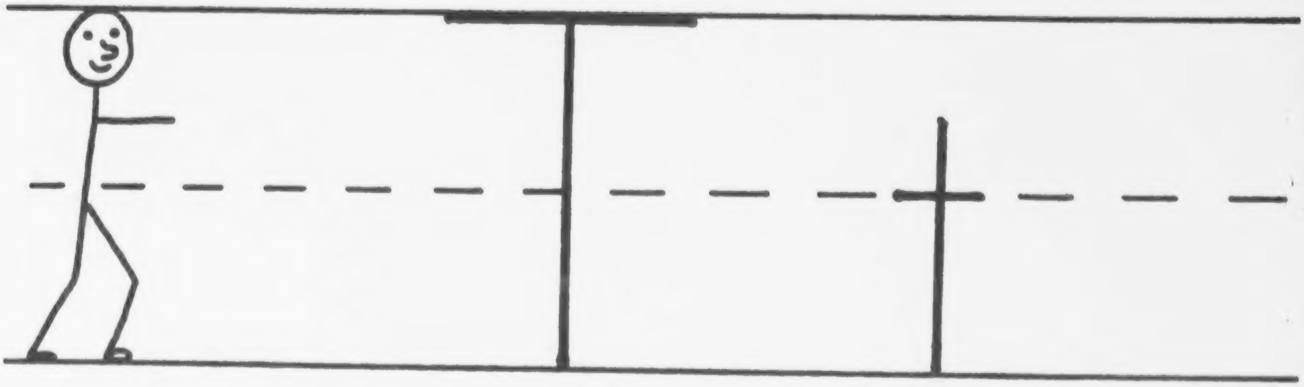
Clocks
by Louise Binder Scott and J. J. Thompson

"Tock, tock, tock, tock,"
Says grandfather clock in the hall.
"Tick, tock, tick, tock,"
Says the kitchen clock on the wall.
"Tick-a-tick tick, tick-a-tick tick,"
Says the alarm clock on the shelf.
"t, t, t, t, t, t,"
Says the watch I bought for myself.

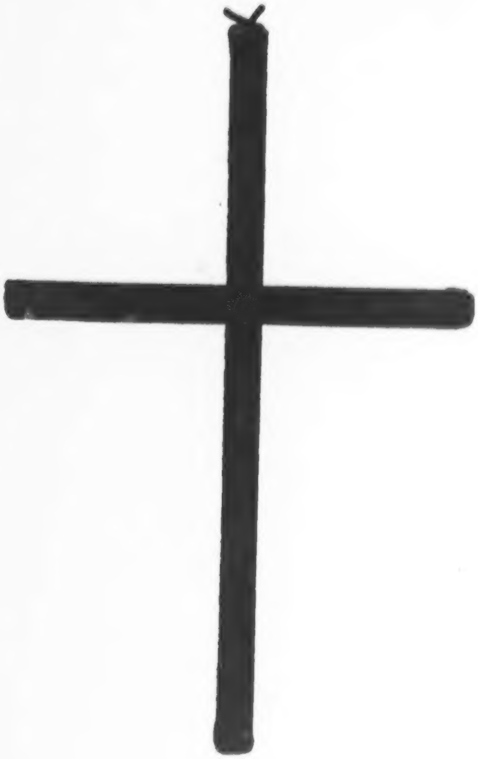
- Note how the ticking sound becomes faster as the poem progresses and smaller clocks are introduced. Have the children draw a clock.

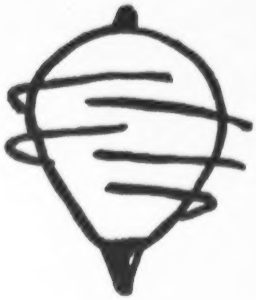
1023

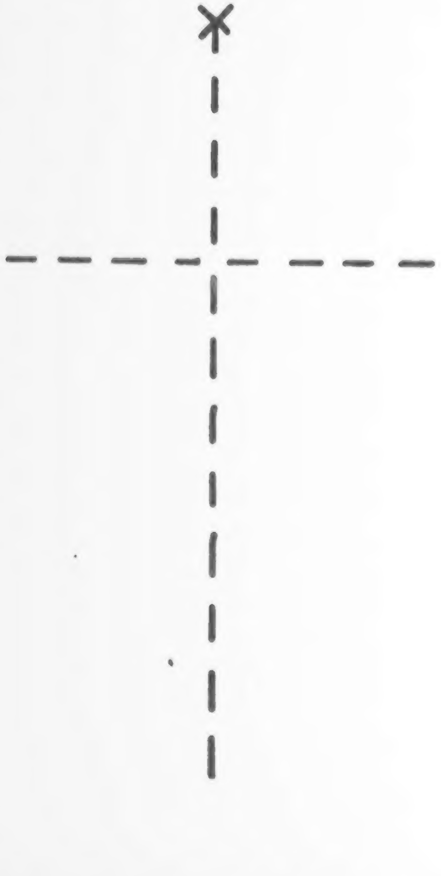


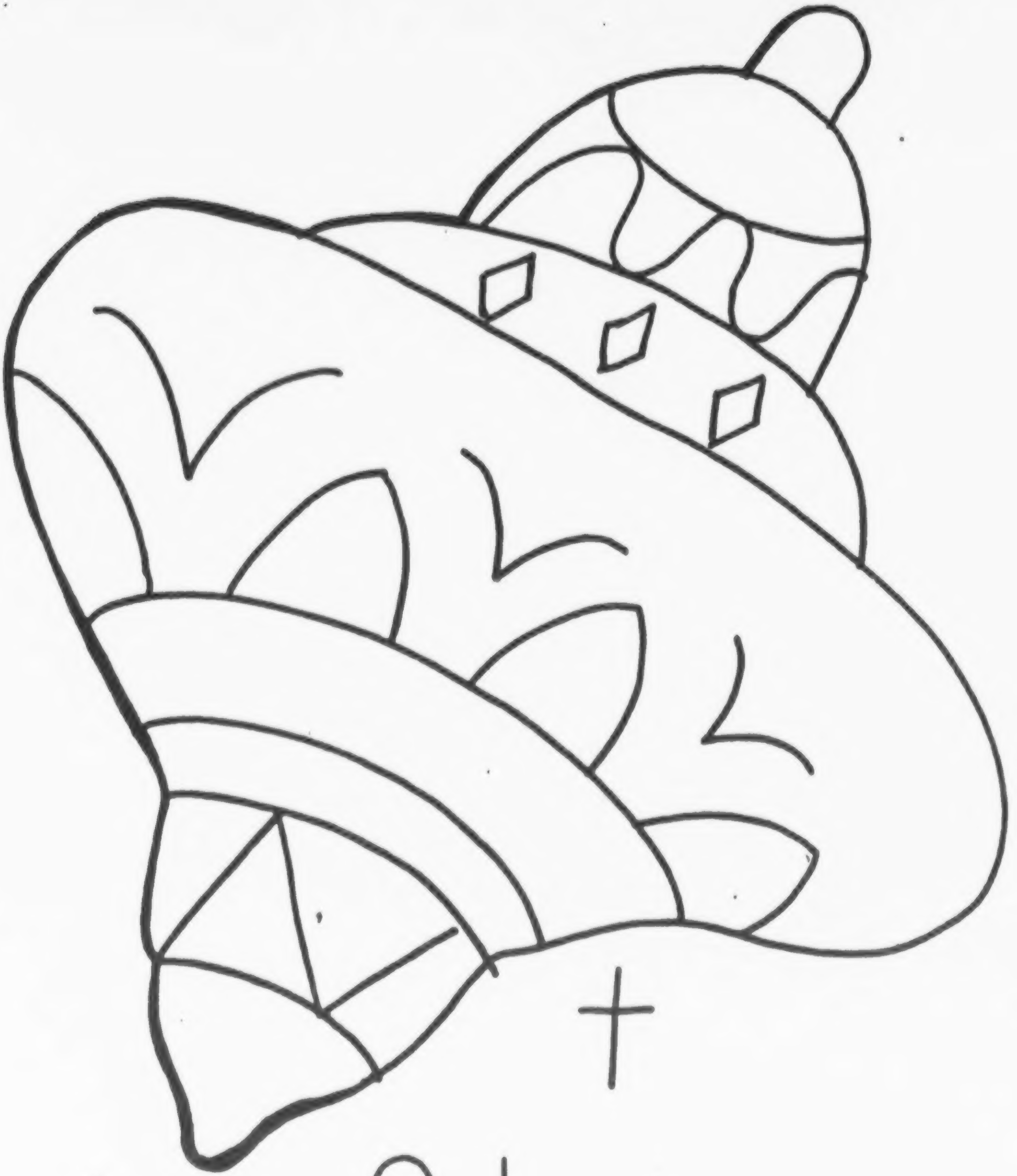


Upper case T: 2 strokes	Begin at the head line, pull straight down to the foot line--stop--pick up your pencil--make a line from left to right along the head line over the line you just made.
Lower case t: 2 strokes	Begin at the hand line--pull straight down to the foot line--stop--cross the t from left to right along the waist line.









a i t m f k t v e r

t l c b t i f t z i

U

MULTI-SENSORY LETTER SUGGESTIONS:

- buttons (emphasize the /u/ sound as the second sound)
- upholstery material

SOUND DISPLAY SUGGESTIONS:

- umbrella

LITERATURE:

- Umbrella by Taro Yashima, (Viking Press, 1958).

Poetry

U Is for Umbrellas
by Phyllis McGinley

U is Umbrellas
   That bloom in rainy weather,
Like many-colored mushrooms,
   Sprouting upward altogether.
How useful an umbrella is!
But still I often wonder
If a roof on stormy evenings
   Isn't nicer to be under.

Under
by Alvin (age 6)

I like to hide under.
Under the table,
Under the umbrella
Under the chair.

I like to hide in.
In the closet,
In the other room,
In anywhere.

1027

But best I like to hide under
To put myself
Even my head
Under the covers
In my bed.

RIDDLES:

- The opposite of down is __________. (up)
- How you would feel if your team lost the game __________. (upset)
- Your Aunt's husband is your __________. (uncle)
- I work in a movie theater. Who am I? __________ (usher)

ALLITERATION:

- "My Uncle Harry knows an ugly umpire."

OCCUPATIONS:

- umpire
- undertaker
- Uncle Sam
- usher

COOKING:

- Upside Down Cake

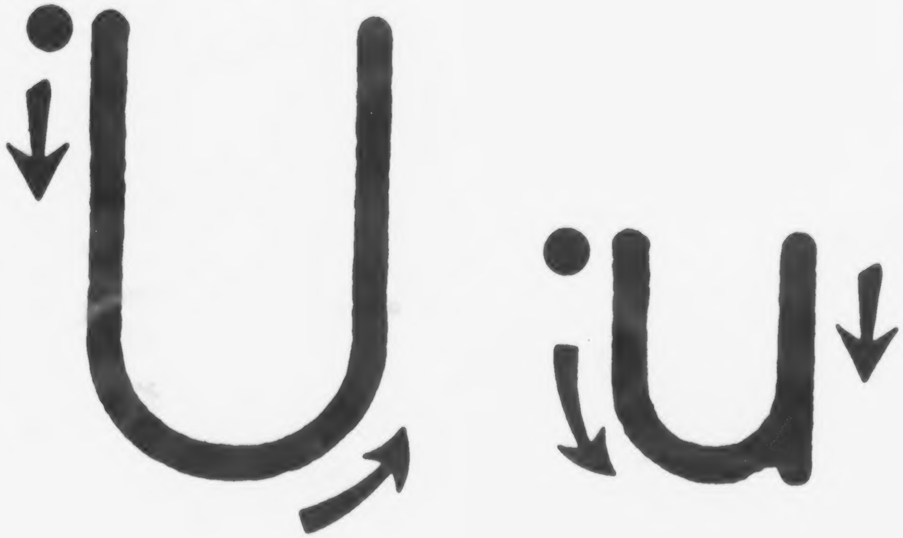
GAMES AND ADDITIONAL ACTIVITIES:

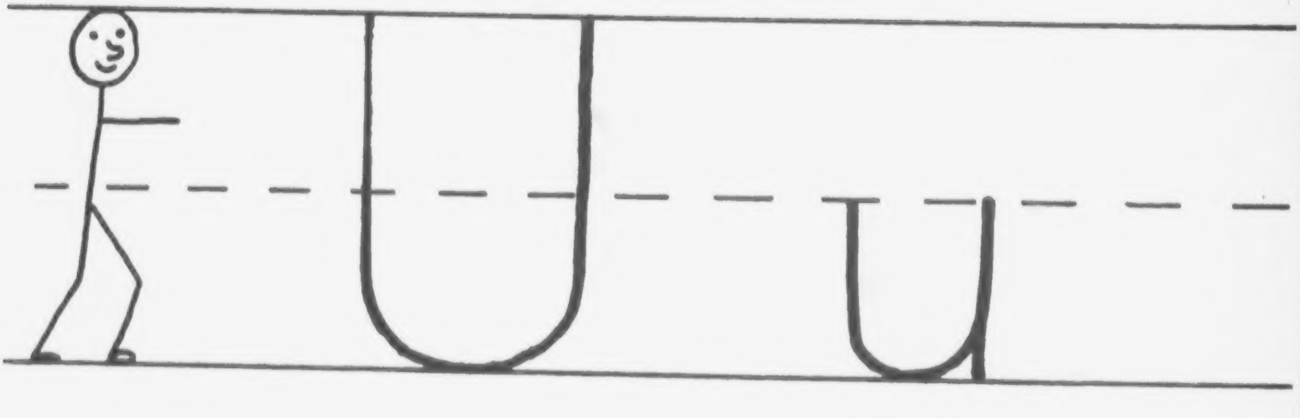
Pretending Game

Be people walking in the rain with umbrellas; do upside-down activities; be cars going under the underpass (two children forming a bridge); be farmers milking the cow's udder; go through the motions of undressing; pretend to walk upstairs; be ushers at the movies; crawl under tables and other things in your classroom.

Animals in the Rain

Let the children imagine what it would be like if animals carried umbrellas and have them choose one animal to draw. Offer a few suggestions, such as: an elephant might carry his/her umbrella in his/her trunk; cat might have his/her umbrella tied to his/her tail; or a bear might hold the umbrella in his/her paw.



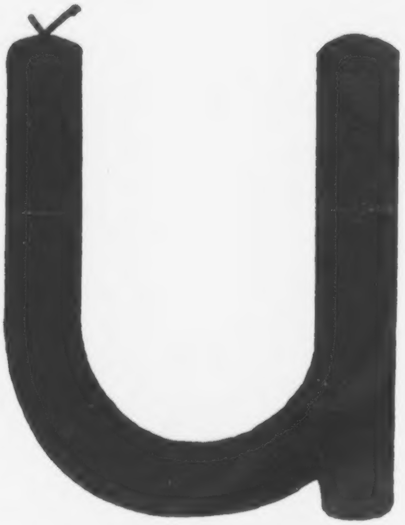


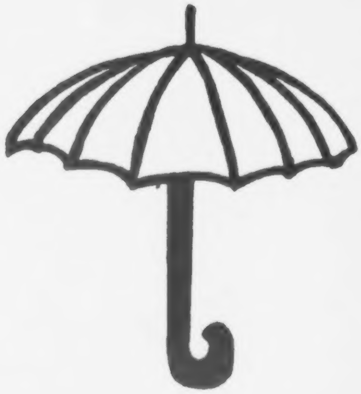
Upper case U:
1 stroke

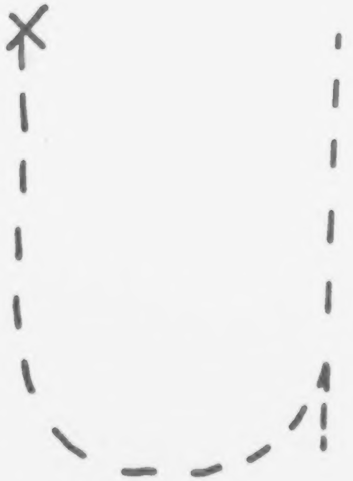
Begin at the head line. Pull straight down and curve on the foot line. Continue straight up until you touch the head line again.

Lower case u:
1 stroke

Begin at the waist line. Pull straight down and curve on the foot line. Continue straight up until you touch the waist line then pull straight down to the foot line.







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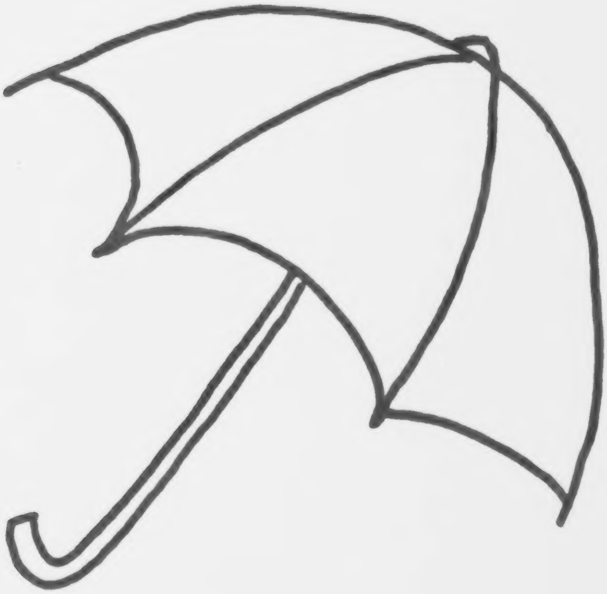
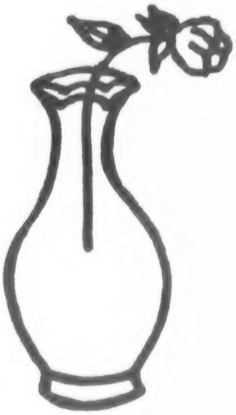


u

u z w u a c n o u

m u y h n t z w

V



MULTI-SENSORY LETTER SUGGESTIONS:

- violet yarn
- velvet

SOUND DISPLAY SUGGESTIONS:

- valentines
- vases
- vitamins
- vegetables
- violet crayon
- violin
- vegetable soup can
- toy van
- Vaseline
- velvet
- vaporizer
- vest

LITERATURE:

- The Very Little Girl by Phyllis Krasilovsky (Doubleday and Company, 1953).

Poetry

Green Fly
by Louise Binder Scott and J. J. Thompson

The little green fly
Can do tricks like a clown.
"vvvvvv"
He can walk on the ceiling
Without falling down.
"vvvvvv"
His tiny green wings
Take him round and around,
"vvvvvv"
Like a plane in the sky,
As he drones a wee sound.
"vvvvvv"

Velvet Shoes
by Elinor Wylie

We shall walk in velvet shoes:
   Wherever we go
Silence will fall like dews
   On white silence below
We shall walk in the snow.

RIDDLES:

- This is a favorite kind of ice cream. (vanilla)
- Mother uses this to clean the rug. (vacuum cleaner)
- This is something you put flowers in. (vase)
- Corns, peas, and beans are called. (vegetables)
- This is a purple flower. (violet)
- This is a musical instrument. (violin)

ALLITERATION:

- "Vernon wore his violet vest."

OCCUPATIONS:

- veterinarian
- violinist
- ventriloquist

COOKING:

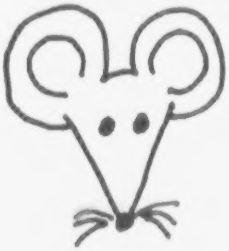
- Making vegetable soup. Each child can bring a different vegetable to school.
- This may be good for introducing the children to two smells and tastes they may not know--vanilla and vinegar.

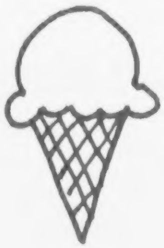
GAMES AND ADDITIONAL ACTIVITIES:

- Have a vest day. Either children can wear one from home or make vests from bags.

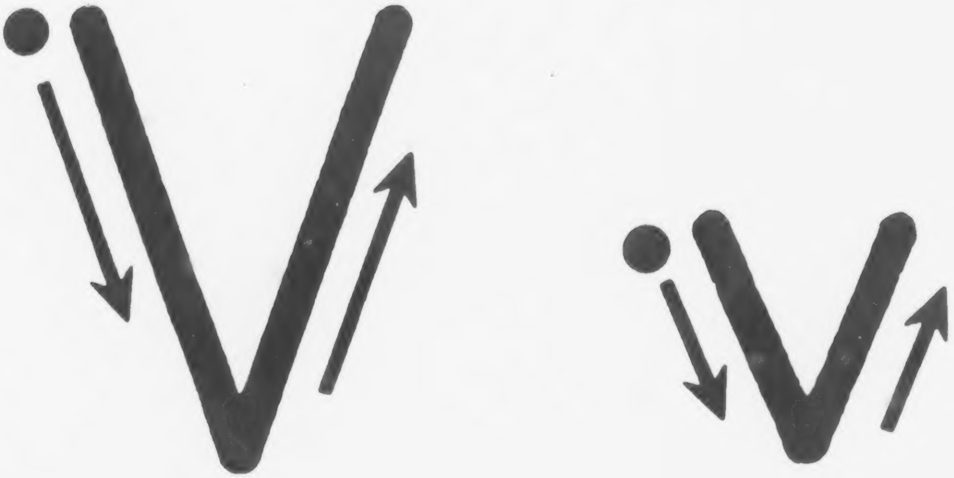
V Pictures

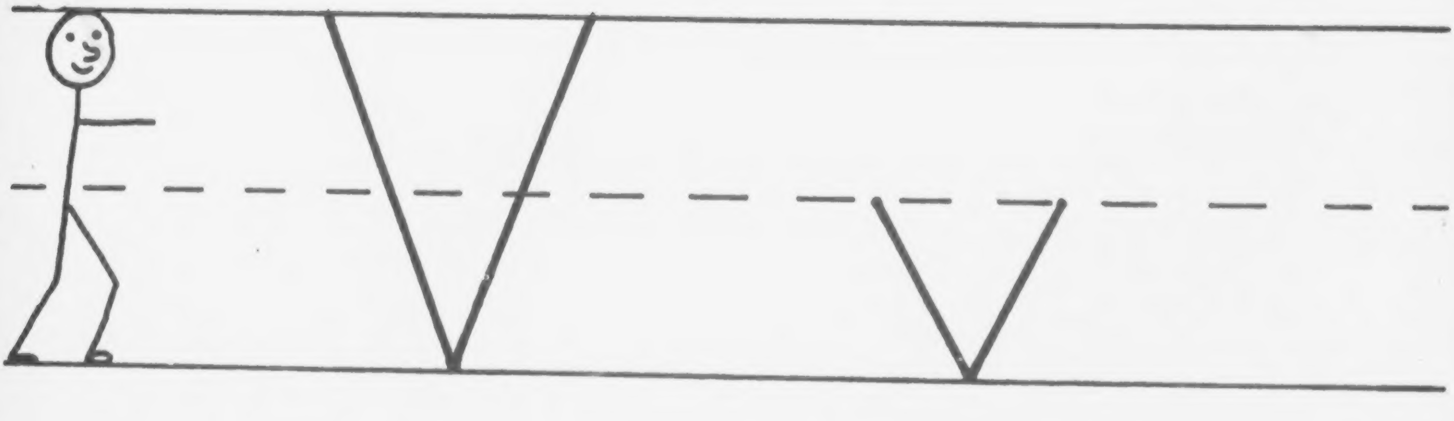
Have the children write V on a piece of manila paper and turn it into a picture. Have them trace the V in a specified color. Suggested drawings are illustrated in the margin. Have a child draw several attached Vs and color each one a different color to make an attractive border or pattern.



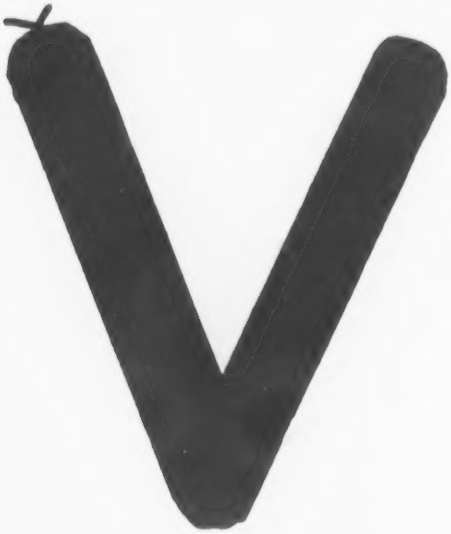


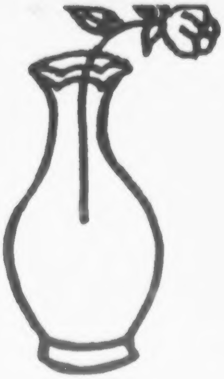
- I am going on Vacation. I need to pack ____________________. Each child contributes an item but has to first recall the previous items in sequence.
- Select a musical piece and have the children listen for the violins.

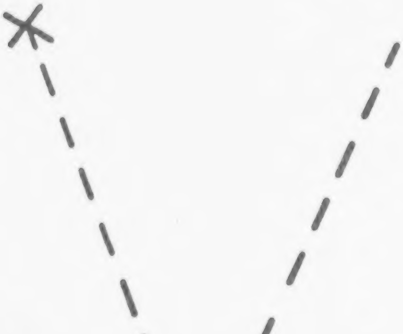


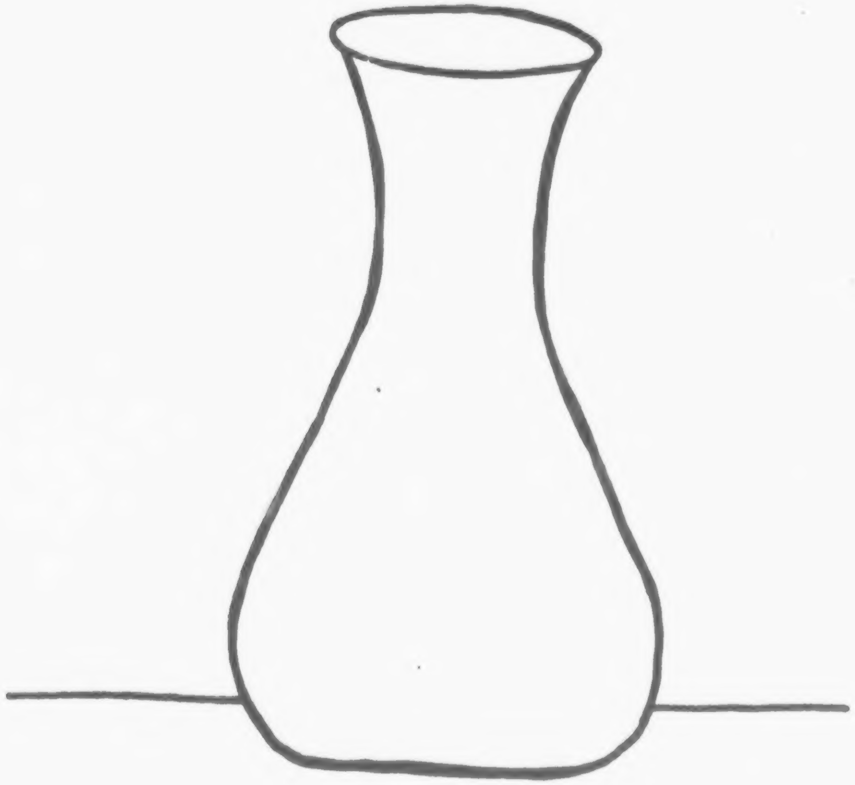


Upper case V: 1 stroke	Begin at the head line. Make a slanted line down to the right to touch the foot line. Now make a slanted line up to the right to touch the head line.
Lower case v: 1 stroke	Begin at the waist line. Make a slanted line down to the right to to touch the foot line. Now make a slanted line up to the right to touch the waist line.







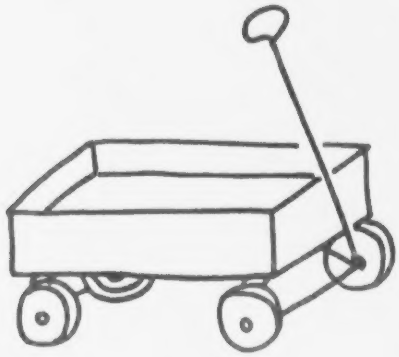


v

v c n w u v t z r

o q v n f v s k v

233/234



W

MULTI-SENSORY LETTER SUGGESTIONS:

- walnut shells
- watermelon seeds
- waxed paper
- pieces of wood (shavings)
- wall paper

SOUND DISPLAY SUGGESTIONS:

- wishbone
- wagon
- waffles
- water
- wallets
- wig
- wire
- wood

LITERATURE:

- Whistle for Willie by E. J. Keats (Viking Press, 1964).
- Winkie the Cross-Eyed Witch by Bridget Fitzgerald (Unicorn Enterprises, 1972).
- Where the Wild Things Are by M. Sendak (Harper and Row, 1963).

Poetry

If a Woodchuck Would Chuck

How much wood would a woodchuck chuck
If a woodchuck would chuck wood?
He would chuck that wood a woodchuck would chuck,
If a woodchuck would chuck wood.

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Rapping at the window, crying through the lock,
"Are the children in their beds, for now it's eight o'clock?"

RIDDLES:

- You need this to take a bath. (water)
- This gives a sailboat power to move. (wind)
- Something you "make" on your birthday. (a wish)
- The time of year when it snows. (winter)
- This is red and juicy with lots of seeds. (watermelon)

ALLITERATION:

- "Willy the worm wriggled wildly."

OCCUPATIONS:

- weatherman
- woodworker
- welder
- windowwasher

- One activity would be to have children assigned as windowwashers during their activity time.
- For homework: Children could be asked to listen to the news and watch for the weather portion of the news and remember one thing the weatherman said.

COOKING:

- Eating watermelon, frozen waffles, toasted.

GAMES AND ADDITIONAL ACTIVITIES:

- Using their pointer, middle and ring fingers, have the children make a "w" and raise their hand when they hear "w" in the following sentences:
    - I wash my hands.
    - The worm wiggles along the window.
    - I wonder how wide the world is.
    - Birds have wings.
    - I wander outside in the winter.
    - The wicked witch weaves a web.
- Cut writing paper in the shape of the letter "w." During a dictation, the children can write an upper case letter if the word dictated begins with a capital letter or lower case if it begins with a lower case letter. For example: William, Wayne, Washington, D. C. and water, watch, wagon.
- Make a windmill; use a poem for motivation.

Little Wind
by Kate Greenaway

Little wind, blow on the hilltop
Little wind, blow down the plain;
Little wind, blow up the sunshine,
Little wind, blow off the rain.

Make a Pinwheel

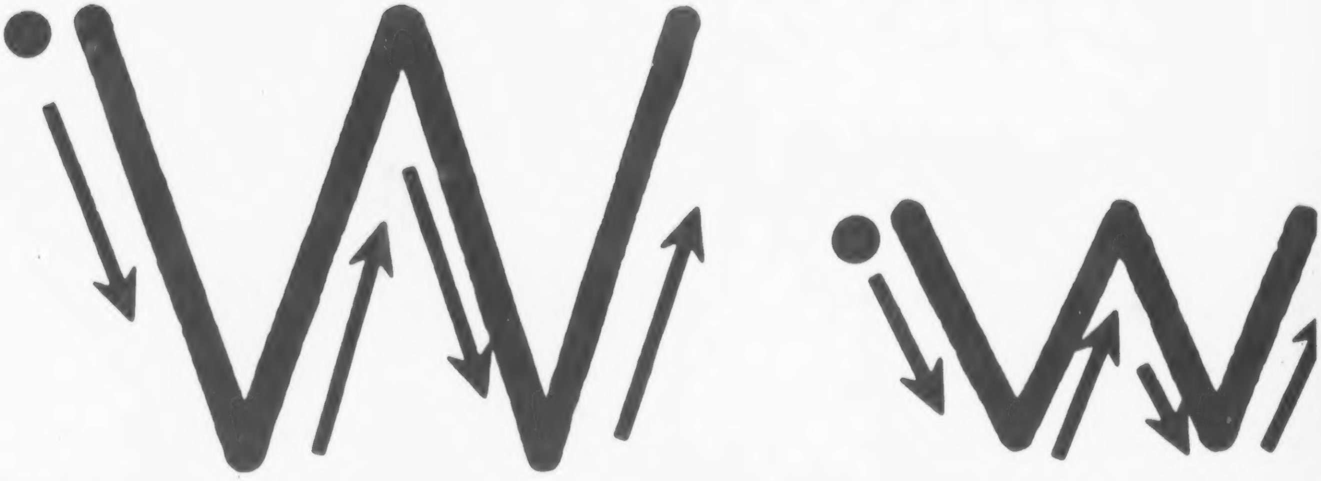
Make a ditto of a pinwheel for each child. Use colored paper. Children cut along the lines nearly to the center with creasing the paper, children "fold" up each piece to the center placing a pin in the middle. Push the pin into the eraser end of a pencil.

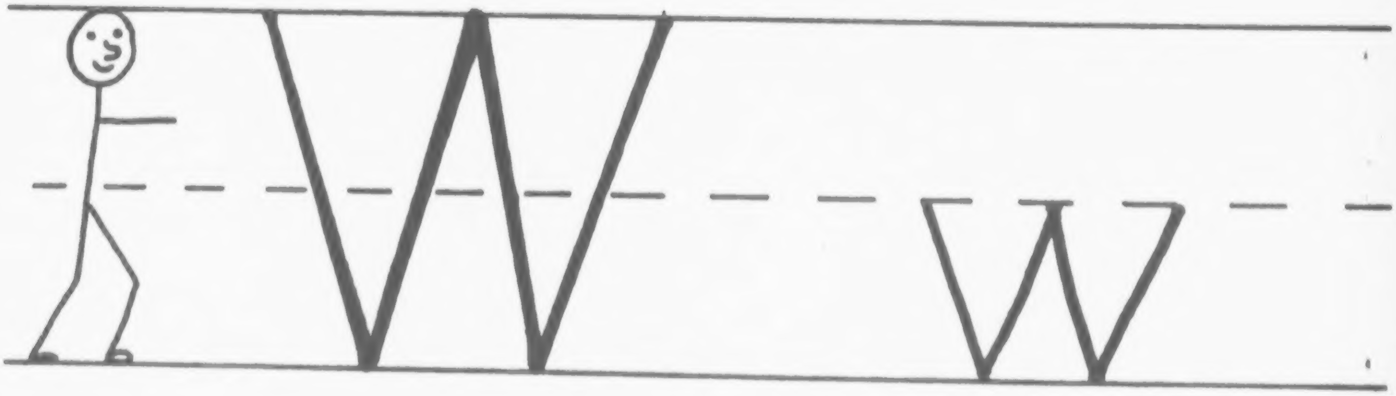
Red Wagon

Have the children say the phrase, "I went for a walk with my wagon and along the way I put a ____________ in my wagon." All items that are added to the wagon should begin with /w/. Each time the class repeats the sentence and all the items in the wagon.

Take a Walk with Wendy Wigglesworth in Washington

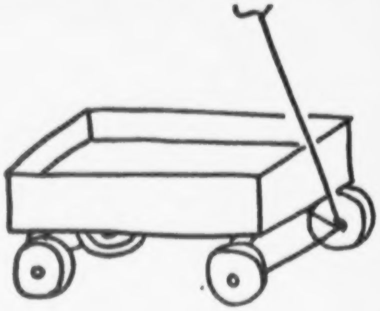
Have the children form a circle as large as the room permits and face in the same direction. The Leader (Wendy Wigglesworth) calls out various ways for the children to walk. The following are suggestions. Start walking; make yourself as small as possible and continue walking; walk on your hands and feet (not knees); walk with very tiny steps, walk with stiff knees like a toy soldier; walk quickly, swinging your arms back and forth; make yourself as tall as possible and continue walking; walk forward, lifting your knees up high; walk with giant steps; bend your knees slight, grasp your ankles and keep walking.

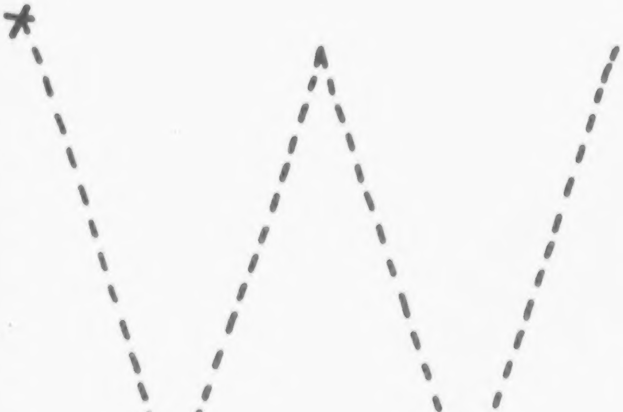




Upper case W: 1 stroke	One continuous motion. Begin at the head line and make a slanted line down to the right to foot line--now make a slanted line up to the right to the head line. Now make a slanted line down to the right again to the foot line and another slanted line up to the right to the head line.
Lower case w: 1 stroke	One continuous motion. Begin at the waist line and make a slanted line down to the right to foot line--now make a slanted line up to the right to the waist line. Now make a slanted line down to the right again to the foot line and another slanted line up to the right to the waist line.

W





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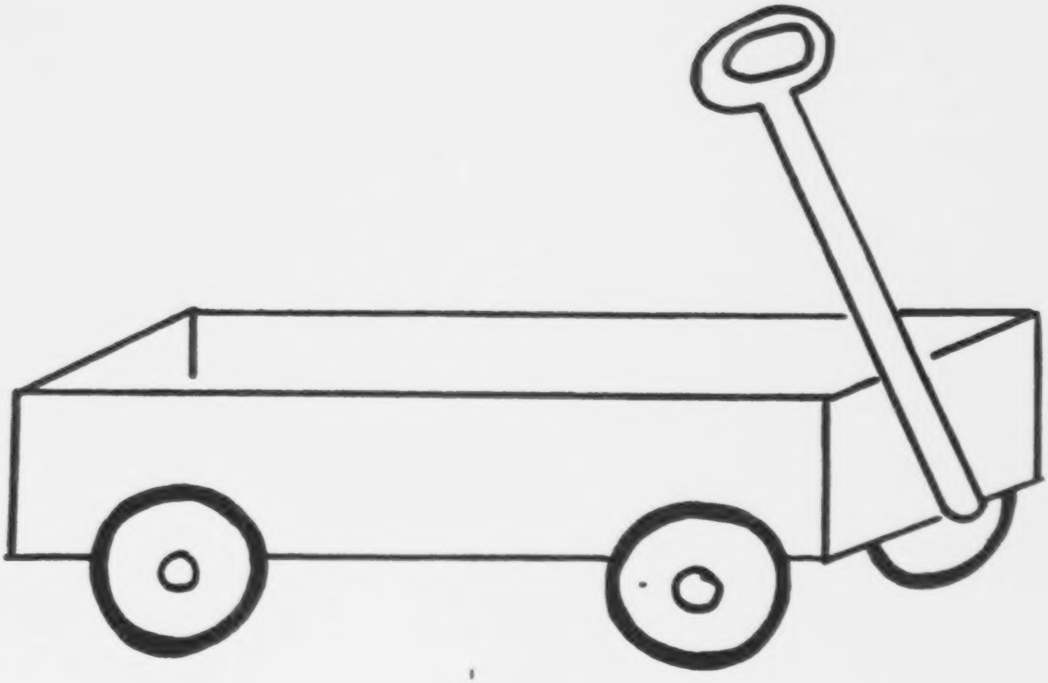
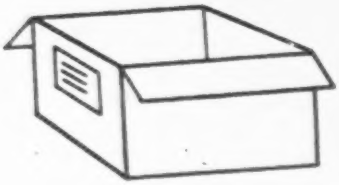


w

v z w o w q r s w

t n m w u v c l w

X



The letter x poses a special problem in that the sound that X makes, /ks/, is not found in the initial position of any words. Please note that in the examples used below, the sound /ks/ is found in the final position.

MULTI-SENSORY LETTER SUGGESTIONS:

- Trix cereal
- cake mix
- Kix cereal

SOUND DISPLAY SUGGESTIONS:

- box
- fox
- six printed on a tagboard card
- Lux detergent
- wax candle or crayon
- cake mix
- axe (toy or picture)
- waxed paper

LITERATURE:

- Henny Penny
- The Gingerbread Boy
- The Ox Cart Man

} fox stories

RIDDLES:

- A sly animal who carried the Gingerbread Boy across the river. (fox)
- What you need to do to cake ingredients before you put them in the pan. (mix)
- What candles are made of. (wax)

ALLITERATION:

- "The fox fixed six boxes."

OCCUPATIONS:

- x ray technician

NOTE: This example does not have the sound /ks/.

COOKING:

X-tra Special Pretzels

1 cake or envelope of yeast
1 1/2 cups of warm water
1 teaspoon of salt
1 tablespoon sugar
4 cups of flour
1 beaten egg
Coarse salt

Dissolve yeast in a bowl with warm water. Add salt, sugar and flour. Mix these in well, knead the dough. Cut into smaller sections and shape into a x-shaped pretzel. Paint the top of the pretzel with the beaten egg to insure a nice brown color. Sprinkle coarse salt on pretzel and bake at 425° for 12-14 minutes or until brown.

GAMES AND ADDITIONAL ACTIVITIES:

Waxed Paper Pictures

Put crayon shavings, tissue paper or leaves between two sheets of waxed paper and press with a warm iron.

- Play tic-tac-toe.

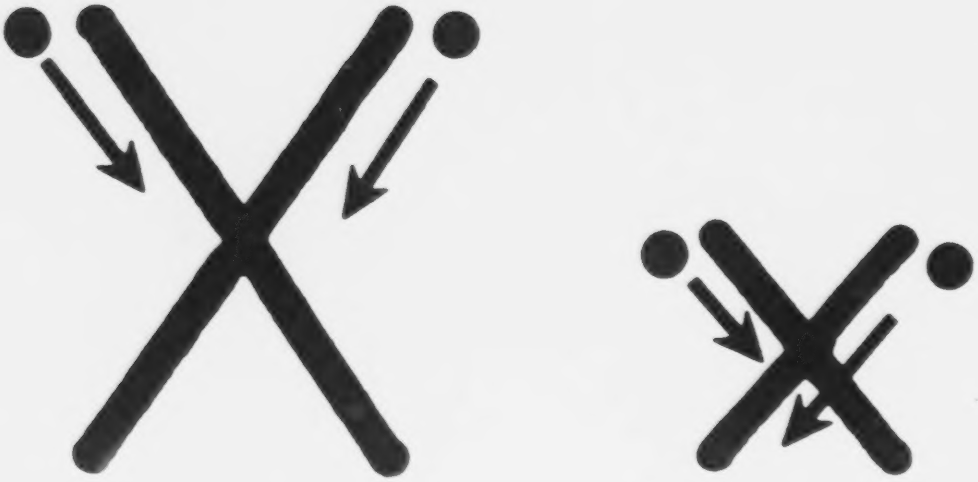
Wax and Fingerpaint Pictures

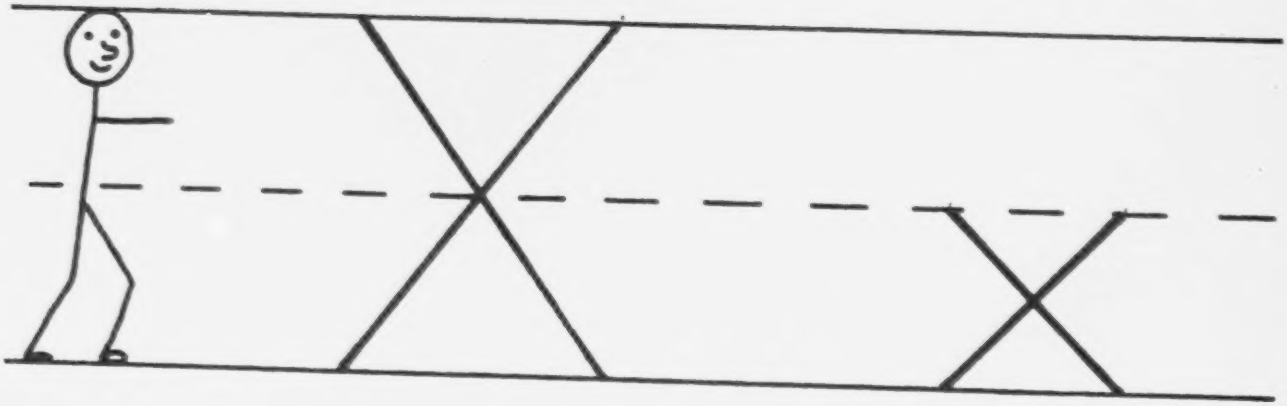
First have child draw on fingerpaint paper with a dark crayon. Dampen paper with sponge. Now have child do a finger paint picture on top of the crayon drawing. Swirls and finger prints in paint will reveal crayon in a new and interesting pattern.

Batique

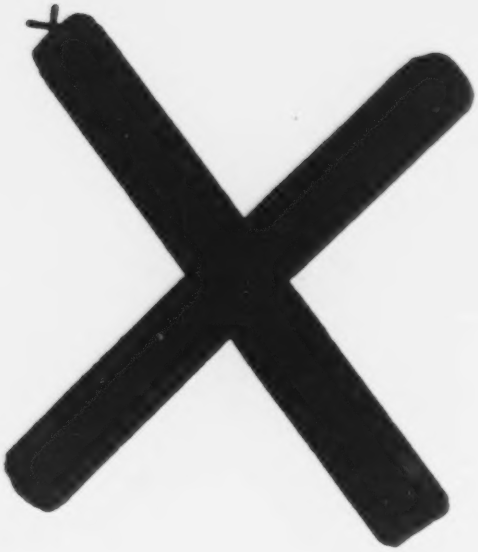
Paint with melted wax on a piece of fabric. When wax is cooled, dip fabric into dye. Let fabric dry then cover with paper and press with a hot iron.

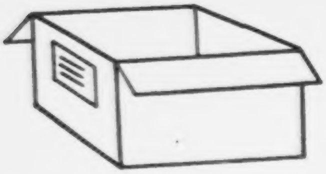
- Act out a story or fairy tale that has a fox in it.

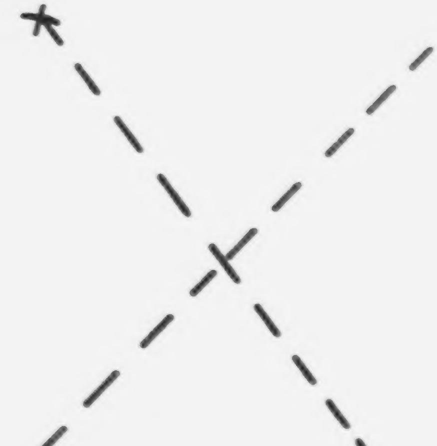


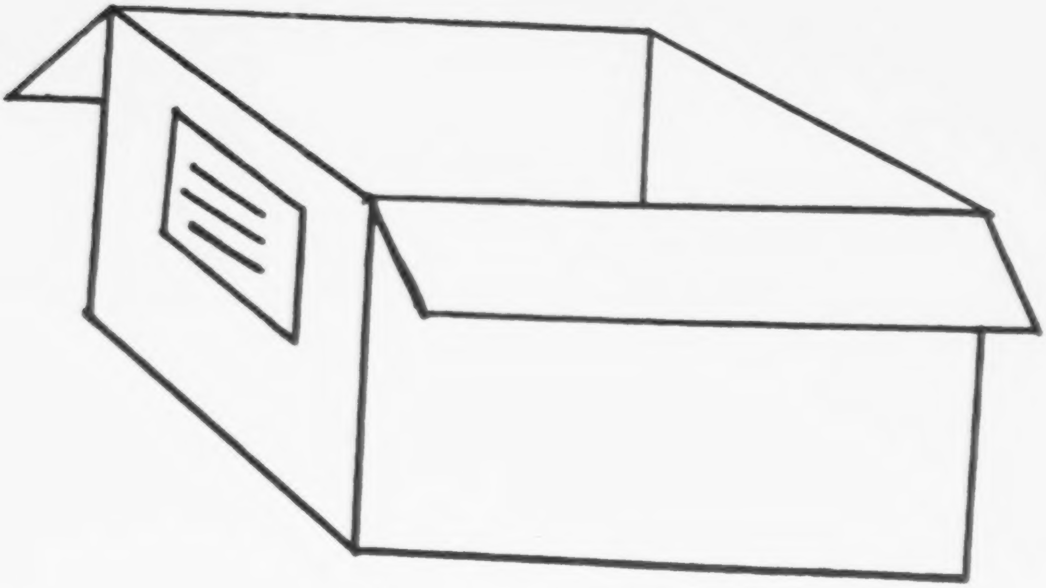


Upper case X: 2 strokes	Begin at the head line and make a slanted line down to the right to touch the foot line. Pick up your pencil and make a slanted line down to the left--cross the other line at the waist line and continue on to the foot line.
Lower case x:	Begin at the waist line and make a slanted line down to the right to the foot line. Pick up your pencil and make a slanted line down to the left--cross the first line you made and continue on to the foot line.







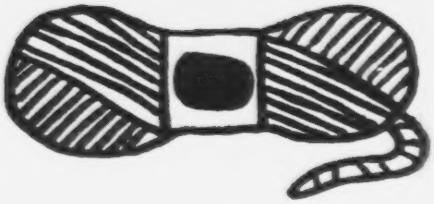


x

o b x n a x r x

x e v x s d x h

y



MULTI-SENSORY LETTER SUGGESTIONS:

- yarn
- yellow paper scraps

SOUND DISPLAY SUGGESTIONS:

- yacht
- yo-yo
- yarn
- yellow crayons
- yolk (separate from egg white and put in bowl - can only be kept for short time)
- yardstick
- yogurt cup

LITERATURE:

- Little Blue and Little Yellow by Leo Lionn (Astor-Honor, Inc., 1959).

Poetry

The Grand Old Duke of York

The grand old Duke of York (children sit in chairs)
He had ten thousand men
He marched them up the hill (children stand and march in place)
And he marched them down again (sit back down)
And when they're up, they're up (stand)
And when they're down, they're down (sit)
But when they're only half way up (stand up only half way)
They're neither up (stand)
Nor down (sit)

RIDDLES:

- Another word for scream is _________. (yell)
- A round toy that goes up and down on a string. (yo-yo)
- The day before today. (yesterday)
- Twelve months is called a _________. (year)

ALLITERATION:

- "Yikes" yelled Tom. "He yanked my yellow yo-yo away."

OCCUPATIONS:

- yogurt salesperson

COOKING:

Yummy Crunchies

Ingredients: 1 pkg. (6 oz.) chocolate bits
1 pkg. (6 oz.) peanut butter bits
1 large can Chinese noodles

Procedure:

- Melt chocolate and peanut butter bits in a pan.
- Stir in Chinese noodles.
- Drop by spoonfuls onto cookie sheet or waxed paper.
- Refrigerate 1/2 hour. Enjoy.

- Yummy yogurt - mix plain or vanilla yogurt with fresh fruit.

GAMES AND ADDITIONAL ACTIVITIES:

Yellow Game

Collect as many yellow things in the classroom as you can find. Count them.

Yard Art Activities

Yarn printing - glue yarn in a design on a block of wood. Let dry. Saturate a sponge with tempera and use block of wood as you would a stamp.

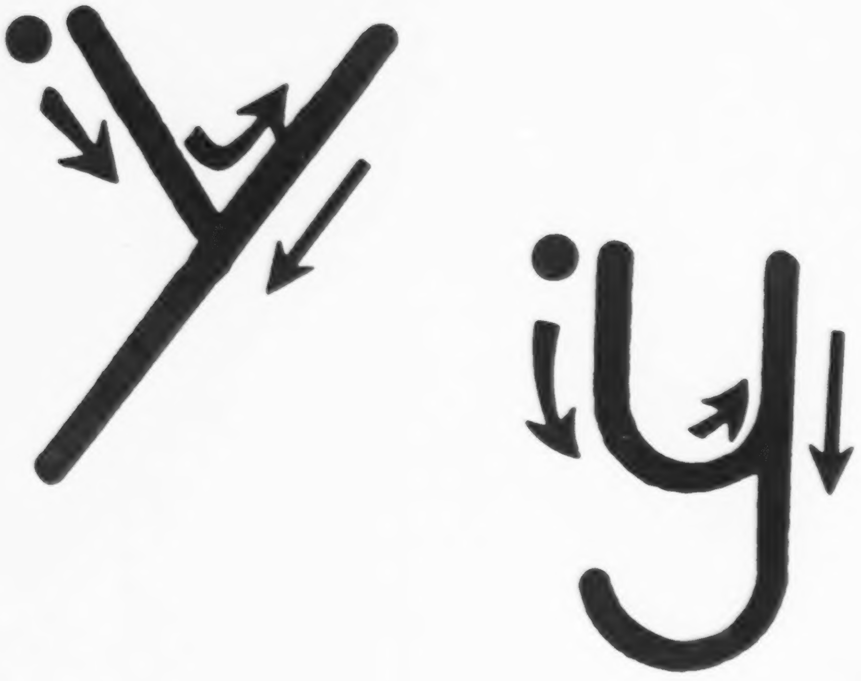
Yard painting - holding one end of a 10" piece of rug yarn, dip the other end into liquid tempera and pull it across and around a piece of paper to make a design - especially fun to do to music.

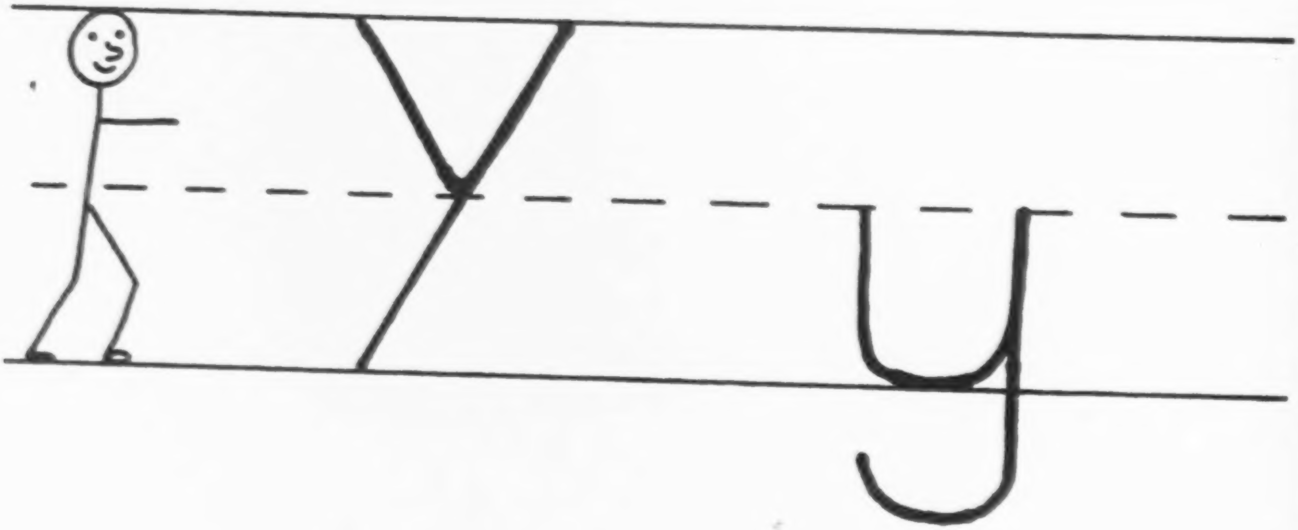
Yarn balls - wrap yellow yarn around a 4 or 5 inch square card (70-100 times). Tie a knot in the middle of the yarn on each side of the card. Carefully slide the yarn off the card. Snip along edges until each is opened up. Fluff pieces of yarn.

- Sort yarn pieces by length, by color. Measure with a yardstick.
- Talk about a year as a measurement of time: How many days? How many weeks? How many months? How many years old are you?

Make a Yearbook

Children draw or bring in pictures of themselves. (If they draw their picture on a ditto master it can be run off so each has their own copy.) Under each picture put child's name, and what he/she liked best about the kindergarten year. Bind with yellow paper, of course.

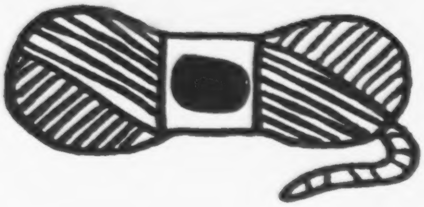


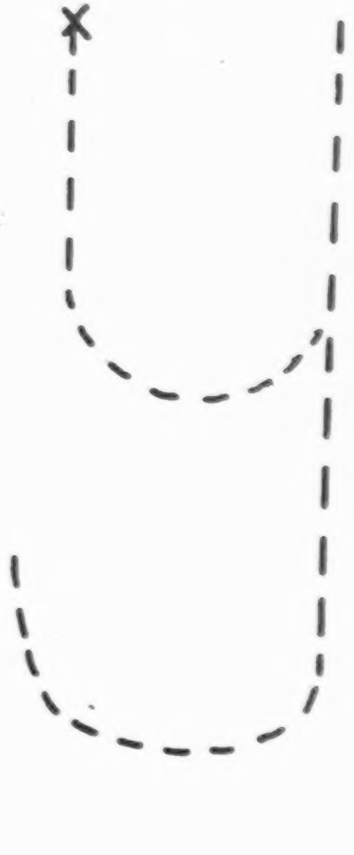


Upper case Y: 1 stroke — Beginning at the head line make a slanted line down to the right to touch the waist line then a slanted line up to the right to touch the head line. Now trace that line back down to the waist line and continue diagonally down to the foot line.

Lower case y: 1 stroke — Beginning at the waistline pull straight down almost to the foot line, curve around to the ritht to touch the foot line then curve up to the right to touch the foot line then curve up to the right to touch the waist line and pull straight down through the foot line and give the y a tail.

y





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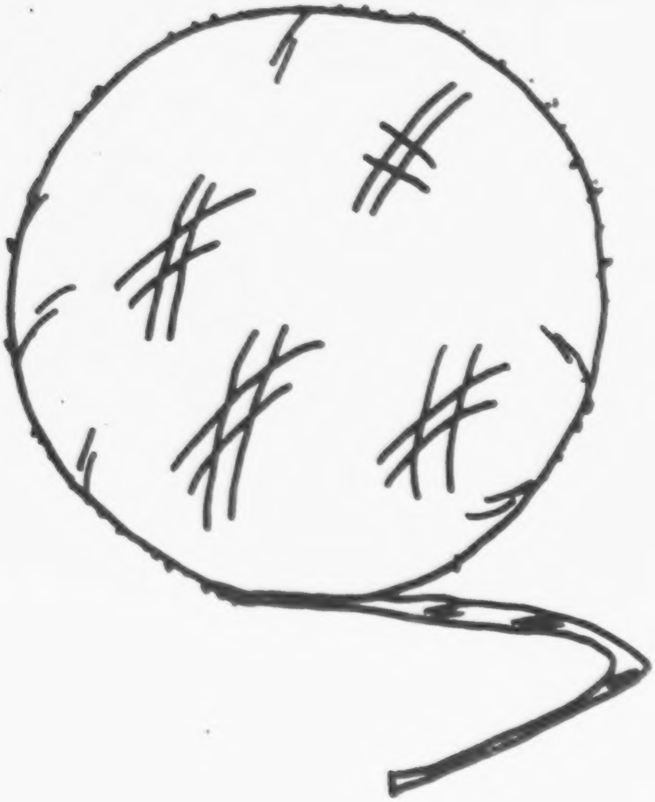


y

i y g u h y z n y

v n y r i s h u y b

Z

MULTI-SENSORY LETTER SUGGESTIONS:

- zigzag rickrack
- Zest soap (wrapper on)
- zeros (reinforcements or Cheerios)
- zinnia seeds
- zwieback

SOUND DISPLAY SUGGESTIONS:

- zipper
- zinnia
- zigzag rickrack
- zebra
- zoo animals

LITERATURE:

- If I Ran the Zoo by Dr. Seuss (Random House, 1950).
- Bruno Munari's Zoo by Bruno Munari (World Publishing Company, 1963).

Poetry

Scramble

by Jack Prelutsky

If the zebra were given the spots of the leopard
And the leopard the stripes of the zebra
Then the leopard would have to be renamed the zeopard
And the zebra retitled the lebra.

My Zipper Suit

by Marie Louise Allen

My zipper suit is bunny brown --
The top zips up, the legs zip down.
I wear it every day.
My daddy brought it from out of town.
Zip it up, and zip it down,
And hurry out to play.

RIDDLES:

- A number that means nothing. __________ (zero)
- Something that moves up and down to help keep your clothes on. __________ (zipper)
- An animal with stripes. __________ (zebra)
- A place where a lot of different kinds of animals live. __________ (zoo)
- A line that goes back and forth, not straight. __________ (zigzag)

ALLITERATION:

- "Do zebras eat zinnias or zwieback?"

OCCUPATIONS:

- zoo keeper
- zoologist

COOKING:

Zippy Zucchini

Cut zucchini into discs or chunks, dip into a zippy dip.

Zesty Zucchini

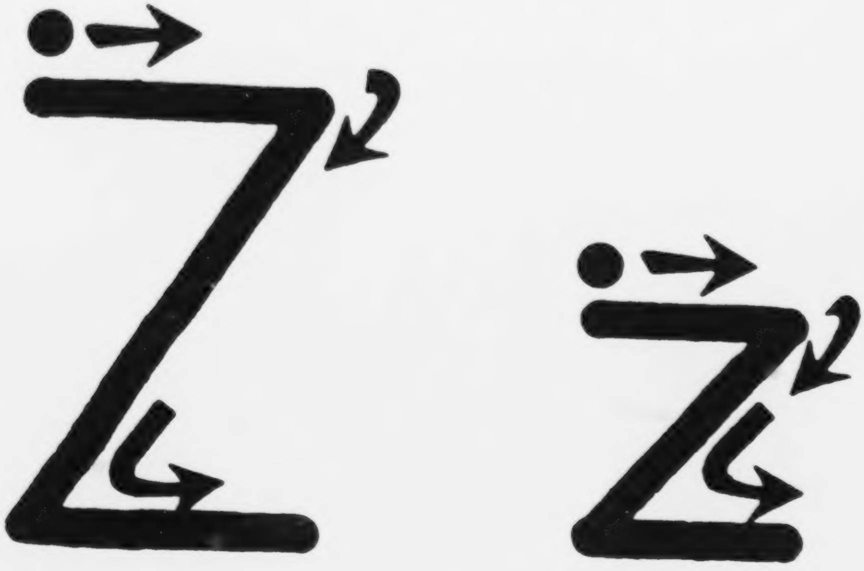
Cut the zucchini into small pieces, saute in oil or margarine with garlic, oregano and whatever.

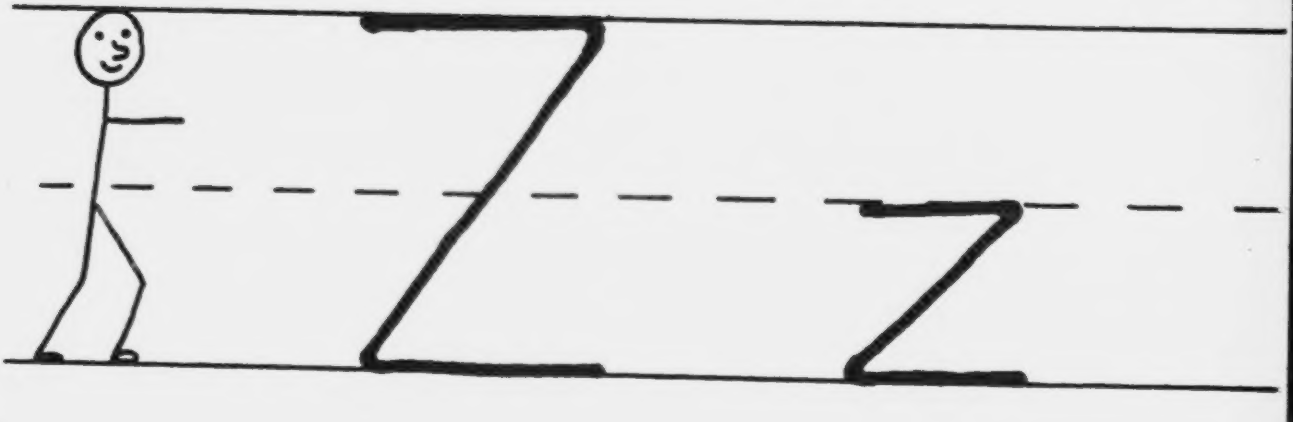
GAMES AND ADDITIONAL ACTIVITIES:

- Circle the zip codes on used envelopes the children bring from home. Discuss what a zip code tells us.
- Talk about the zodiac signs. Help the children figure out which sign they are and plot their names on a zodiac chart.
- Draw a picture of a zombie.
- Illustrate the poems.
- Trip to the zoo (of course).
- Make a zoo by drawing cages and gluing animal crackers in the cages.
- Turn your room into a zoo - have the tables be cages and the children can get under them as animals.
- Give children a pattern of a zebra to trace, have them draw the stripes.

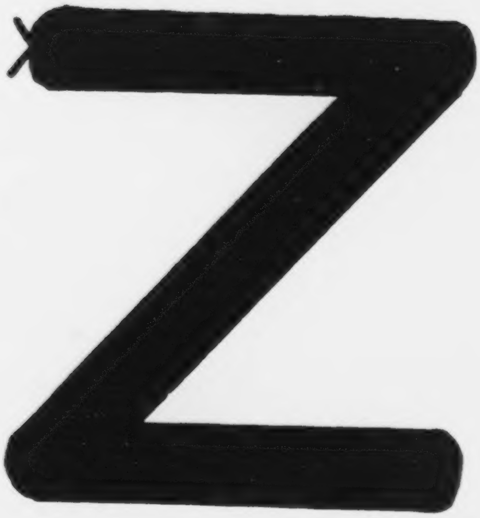
Zig Zag Race

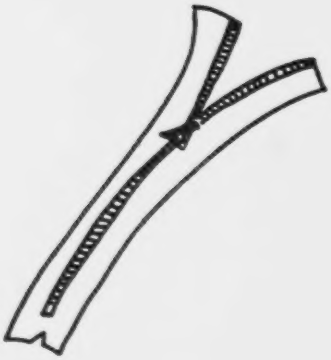
With chalk draw 2 zigzag lines on playground surface. Divide class into 2 teams. Each team member must follow zigzag line to end and back again and tag child next in line.

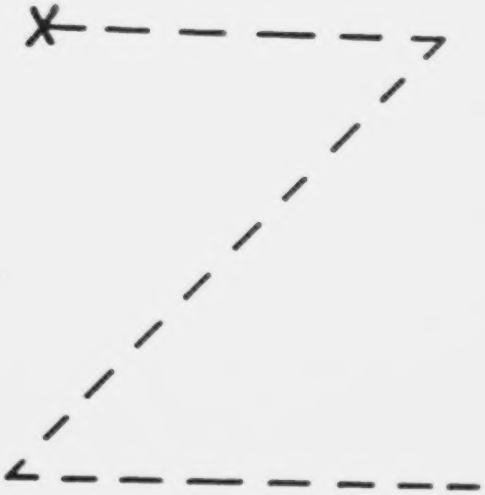




Upper case Z: 1 stroke	Begin at the head line. Make a short line from left to right along the head line. Now make a slanted line down to the foot line from left to right along the foot line.
Lower case z: 1 stroke	Make a short line from left to right along the waist line. Now make a slanted line down to the foot line. Now make a short line from left to right along the foot line.







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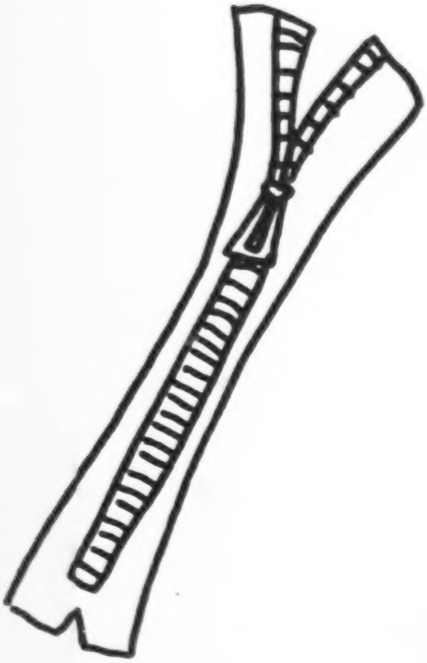


z

s o z t n c z k z

z g w v z a f s

DICTATION AND BLENDING

Dictation Steps

1. Teacher gives direction for dictation. (Children may subvocablize.)
2. Children write it.
3. Children read it.
4. Children self-correct from model.

Dictation may take any one or all of the following forms.

Single Letter Dictation

1. Write the letter a.
2. Write the letter for the keyword apple.
3. Write the letter that makes the sound /a/.
4. Write the letter that you hear at the beginning of astronaut.

Syllable Dication

1. Write the letter a.
2. Next to the letter a write the letter "b." Hold your hand under the "a" and say /aaa/; then without breaking the sound of /a/ slide your hand under the "b" and end with the sound /b/.
3. Write the letter for the keyword "apple." Now next to that letter write the letter for the keyword "bat." Hold your hand under the "a" and say /aaa/; then without breaking the sound of /a/ slide your hand under the "b" and end with the sound /b/.
4. Write the letter that you hear at the beginning of "astronaut." Write the letter that you hear at the beginning of "bottle." Hold your hand under the "a" and say /aaa/; then without breaking the sound of /a/ slide your hand under the "b" and end with the sound /b/.
5. Write the letters that make the sound "ab."
6. Write the letters that make the sound "b."

Word Dictation

If some children are secure with hearing initial and final sounds, and are ready to distinguish medial sounds, you could begin word blending and dictation.

Great caution needs to be exercised as you begin this activity. Much practice is needed for the children to successfully identify the medial vowel sound.

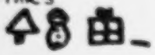
For ideas on blending techniques please refer to pages 16-21 in Getting Started.

PARENT EDUCATION AND INFORMATION

Parents are a very important element in the education of young children. The teachers in the pilot have made a real effort to keep parents informed and involved. Parental interest and involvement provides a valuable source of reinforcement for our letters and sounds program, as well as the total kindergarten curriculum.

The ideas on the following pages have been developed and/or contributed by teachers in the pilot.

December 1981

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
★ means bring homework to school the next school day	■ *Submitted by Carol DeBerardinis and Barbara Sugg	1 Tell a grown-up about the new month--the name and something that happens.	2 Cut out a picture of something which begins with the same sound as fish. Glue it in your f book. Bring it to school tomorrow. ★	3 Tell a grown-up 5 words that begin with the same sound as fish.	4 How old are you? Find out what month you were born. Was it in the winter, spring, summer or fall?	5 Ask a grown-up what job you may do to help at home today. Do it.
6 Practice walking on tiptoes, on your heels, on the outside edges of your feet, the inside edges of your feet	7 Look for M and m in a magazine or newspaper. Cut out 3 of each and glue them on the first page of your m book.	8 Put your shoe under a chair, in front of the chair, next to the chair, above the chair, walk around the chair. Sit on the chair.	9 Cut out a picture of something which begins with the same sound as man. Glue it in your m book. Bring it to school tomorrow. ★	10 Tell a grown-up 5 words that begin with the same sound as man.	11 Practice printing your name the way it is on the top of this calendar. Bring your paper. Look at the moon tonight. What shape is it. ★	12 Listen on the radio for the song about the "Twelve Days of Christmas". Try to sing it.
13 Ask a grown-up to help you send a holiday card to someone who lives far away	14 Look for T and t in a magazine or newspaper. Cut out 3 of each and glue them on the first page of your t book.	15 ★ Draw a holiday picture. Bring it to school.	16 Cut out a picture of something which begins with the same sound as top. Glue it in your t book. Bring it to school tomorrow.	17 Tell a grown-up 5 words that begin with the same sound as top.	18 Repeat this pattern 3 times  ___ Bring your paper to school. ★	19 Ask a grown-up if you may help make and decorate some cookies.
20 Take a walk or a ride to look at the decorations on houses and in windows	21 ★ Today is the first day of a new season. Tell about it. Draw a picture to show how you should dress to go outside.	22 Count the doors and windows in your house. Are there more doors or more windows?	23 Count the chairs and tables in your house. Are there fewer chairs or fewer tables?	24 Ask a grown-up to read "The Night Before Christmas."	25 Count all the people at your house today. Count visitors too. How many?	26 Color a picture about what you did or something that happened yesterday. Bring your picture when you come to school. ★
27 Think of something nice to do for someone Do it.	28 Today would be a good day to visit the public library. Pick out some books to enjoy.	29 Practice writing these letters in the air with your giant pencil. Be sure to say the letter, key work and sound. a b s f m t	30 Take turns with someone writing these letters on your backs and guessing them. a b s f m t	31 Learn the name of the new month which begins tomorrow. What year will it be? Be ready to tell at school.	Please return on January 4. I worked with my child on these homework activities. ________________	

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

I worked with my child on these homework activities.

Dear Parents,

This is a special note to let you know that next week we will be studying the sound ______ as in the word ______. Please help me find things beginning with this sound for our sound display table.

Thank you,

____

Dear Parents,

This is a special note to let you know that next week we will be studying the sound ______ as in the word ______. Please help me find things beginning with this sound for our sound display table.

Thank you,

____

Cut out the "ALPHABET: I HAVE NOTHING TO DO" activities and pull one out of the hat. You may want to add favorites of your own.

ALPHABET: I HAVE NOTHING TO DO

Act out a favorite story

Bounce Balls

Collect Rocks

Dough Letters (Make play dough)

Everyone goes on a picnic

Find words you know in the newspaper

Get a box and make it into something new

Hop Hurdles

Invite a friend to lunch and you make the lunch

Jumping Jack exercises

Kick ball game

Litter Walk

Movie--see a favorite

Nature walk

Offer to help clean the house

Practice your letters

Quize Show (you ask the questions)

Read a book

Swim or practice in the tub

Tic Tac Toe

Unfold the clean clothes and refold them

Visit a friend

Watch Electric Company

X the words on a page of a magazine or paper you know

Yard needs cleaning

Zoo visit

LITERATURE

As mentioned earlier, reading of good literature to young children is strongly encouraged. Throughout this guide, many books, stories, fairy tales and poems have been suggested to reinforce specific letter sounds.

In addition, a supplemental list is provided on the following pages. The selections on this list were used by teachers in the pilot project through a service called LITNY (Literature Through the Pony). These books were chosen because they represented the finest editions of many classics for children. The illustrations are outstanding and most are the newest editions available, therefore not available in most school media centers.

Of course, there are many examples of classic children's literature which are not on this list and everyone has their own special favorites, so keep visiting those libraries and media centers and read, read, read!

LITNY SELECTIONS

Andy and the Lion by James Daughtery
Ashanti to Zulu by Margaret Musgrove
Beauty and the Beast by Mercer Mayer
Blueberries for Sal by Robert McCloskey
Book of Nursery and Mother Goose Rhymes by
Caps for Sale by Esphyx Slobodkins
East of the Sun and West of the Moon by Mercer Mayer
Frederick by Leo Lionni
Frog Went A'Courtin' by John Langstaff
Everett Anderson's Nine Month Long by Lucille Clifton
Everett Anderson's Year by Lucille Clifton
The Girl Who Loved Wild Horses by Paul Goble
Honey, I Love by Eloise Greenfield
If I Found a Wistful Unicorn by Ann Ashford
Illustrated Poems for Children by Rand McNally
Make Way for Ducklings by Robert McCloskey
Millions of Cats by Wanda Gag
Moja Means One; Swahili Counting Book by Muriel Feelings
Over in the Meadow by John Langstaff
Ox Cart Man by Donald Hall
The Red Balloon by Albert Lamorisse
Snow White and the Seven Dwarfs translated by Randall Jarrell
Stopping by Woods on a Snowy Evening illustrated by Susan Jeffers
The Story About Ping by Marjorie Flack
Thumbelina by Hans Christian Anderson, illustrated by Susan Jeffers
Twelve Tales from Aesop by Eric Carle
The Ugly Duckling retold and illustrated by Lorinda Bryan Carley
The Very Hungry Caterpillar by Eric Carle
William's Doll by Charlotte Zolotow
Hansel and Gretel, pictures by Susan Jeffers
Aladdin and His Wonderful Lamp by Andrew Lang
Nutcracker by Rachael Isadora
Pinocchio by Carlo Lollodi, illustrated and adapted by Marianne Mayer
Peter and the Wolf by Sergei Prokofiev, illustrated by Erna Voigt
Aesop's Fables illustrated by Heidi Holder

REFERENCES

The multi-sensory ideas for each letter which are included in this guide were gathered from many sources. The following references were major resources:

1. Beginning to Read, Write and Listen
Developed by Boston Educational Research Company for
J. B. Lippincott Company, Copyright 1971.

2. Bridge-To-Reading
By Polly Greenberg and Bea Epstein
General Learning Corporation
250 James Street
Morristown, New Jersey 07960

3. Talking Time
By Louise B. Scott and J. J. Thompson, 1951
McGraw-Hill Book Company

4. The Complete Letter Book
(Multi-sensory activities for Teaching Sounds and Letters)
By Michelle Borba and Dan Ungaro
Good Apple, Inc.
Box 299
Carthage, Illinois 62321

5. Favorite Poems Old and New
By Helen Ferris
Doubleday and Company, Inc.
Garden City, New York

6. Time for Poetry, A Teacher's Anthology
By May Hill Arbuthnot
Scott, Foresman and Company

EVALUATION OF THIS CURRICULUM GUIDE

This form is to be used by individual teachers to provide a reaction to the curriculum guide currently being used. At the end of each unit taught or after teaching from the entire document, please complete the form and send it to Assistant in Curriculum and Instruction, Department of Instructional Services. Your input is necessary in order to assess what revisions must be made in the document. Thank you for helping to review and revise your curriculum so that it is meaningful to your teaching.

- -

PGIN 7690- ________ ______________________________
Name of Document

____
Name of Unit/Chapter Evaluated

______________________ ______________
Instructional Level/Grade Level(s) Publication Date

1. In-service was received on this publication. Yes ____ No ____
2. The in-service was (adequate, inadequate) for using this document.
3. Teachers could use further in-service on the following topics/chapters/units ______________________________ ______________________________
4. The errors/omissions noted in the document are on page(s) ______________________________
5. The best written and most helpful sections or pages of this document are ______________________________ ______________________________
6. Information needs to be revised on the following ______________________________ ______________________________
7. The attached material (outline, ditto, lesson plan, etc.) should be added to the document. ______________________________ ______________________________

BEST COPY AVAILABLE

8. Did the format of the guide make it easy to use? Yes ____ No ____ What changes would you like to see included?

9. Do the lessons contain realistic teaching time frames? Yes ____ No ____
If no, what should be changed?

10. Are there a sufficient number of teaching lessons/activities? Yes ____ No ____

11. Are there a sufficient number of available resources listed? Yes ____ No ____

12. Was the content appropriate for the level of teaching? Yes ____ No ____

13. Does the content adequately provide for Title IX (sex equality) guidelines?
Yes ____ No ____

14. Does the content adequately provide for inclusion of information about multicultural and multiracial relationships? Yes ____ No ____

15. The following suggestions would improve this document:

Name (if desired) ____________________

School ____________________